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ABSTRACT

During the 1971-1972 school year, the regular educational programs in District 24 were supplemented with special educational services funded under Title I of the 1965 Elementary and Secondary Education Act. This evaluation report treats the several programs funded under the following headings: Pre-Kindergarten Program, Strengthened Early Childhood Program, Corrective Reading Program, Bilingual Community Liaison, Educational Assistant for the Mentally Retarded, English as a Second Language at I. S. 61, Non-Public Schools Program, After School Study Center; Guidance Services, and Appendices. Funds received under Title I E.S.E.A. were applied under two headings: District Umbrella which included a Pre-Kindergarten Program, Strengthened Early Childhood Program, After School Study Center and Non Public Schools Program; and Open Enrollment Services for optional assignment pupils which included Corrective Reading Program and Guidance Services. Each report includes discussions of program objectives, evaluation objectives, methods of data collection, description of program in operation, effects of program on students, and recommendations. (Author/JM)

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EVALUATION REPORT

DISTRICT 24 QUEENS

TITLE I DISTRICT UMBRELLA AND TITLE I OPEN ENROLLMENT EDUCATIONAL SERVICES FOR DISADVANTAGED PUPILS

(Function No. 79-16451)

An evaluation of a New York City school district educational project funded under Title I of the Elementary and Secondary Education Act of 1965 (Pl 89-10) performed under contract with the Board of Education of the City of New York for the 1971-72 school year.

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EXECUTIVE SUMMARY

During the 1971-72 school year, Community School District 24 of New York City supplemented its regular school program with special educational services. Funds received under Title I E.S.E.A. were applied under two headings: District Umbrella which included a Pre-Kindergarten Program, Strengthened Early Childhood Program, After School Study Center and Non Public Schools Program; and Open Enrollment Services for optional assignment pupils which included Corrective Reading Program and Guidance Services.

The major objectives, findings and recommendations of each program were as follows:

PRE-KINDERGARTEN PROGRAM

Objectives:

1. To develop perceptual and conceptual skills of participants through a systematic program of guided pre-kindergarten experiences

2. To develop children's independence in their care of self and personal property related to their physical development

3. To improve participants' communication skills of speaking and listening

4. To develop participants' proficiency in manipulation and purposeful use of learning materials

5. To stimulate growth of participants in perceptual and classificatory skills related to intellectual development

6. To enhance growth in social and emotional development of participants, and

7. To develop awareness and participation of parents in their children's preschool progress.

Findings:

1. Quality indicators used in the evaluation indicated that the program was effective in promoting pupil growth in basic concepts and independence.

2. A comparison of full-year enrollees with March entrants indicated a significant positive relationship between time in program and pupil growth in basic concepts.

3. It was found that the Pre-Kindergarten pupils performed as well on a test of basic concepts as the regular five year old kindergarten children.

4. Observations of the program indicated that the staff was well-trained and functioned effectively as a team.

5. Parent awareness and contact with teachers was determined to have been at a high level.

Recommendations:

1. Based on the overall judgment of program effectiveness, continuation of the Pre-Kindergarten program is recommended.

2. Staff effectiveness would be further enhanced by organizing activities and responsibilities that would increase the opportunities for interaction among the parents and educational assistants.

3. A more concerted effort to involve parents in the program is necessary.

4. A new measuring instrument for assessing pupil growth in independence should be obtained. The validity of the instrument used in this evaluation is subject to question.

5. A survey of potential enrollees in the 1972-73 Pre-Kindergarten program should be conducted. The availability of day-care centers in the neighborhood may obviate the necessity for the present, school-based services.

STRENGTHENED EARLY CHILDHOOD PROGRAM

Objectives:

1. To develop understanding of the basic concepts of quantity, space and time needed for success in the primary grades.

2. To develop and improve the skills necessary for beginning and primary level reading competence.

3. To expand the educational role of the paraprofessionals through training and experience, as complementary to the teacher.

4. To involve parents in the educational program and increase the positive nature of their attitudes toward education.

Findings:

1. A comparison of pre to post program scores on the *Boehm Test of Basic Concepts* indicated that all groups made significant gains in their ability to understand the basic concepts of quantity, space and time. Further, it was found that the Distar and non-Distar groups were not significantly different from each other in the attainment of these concepts.

2. All groups in the kindergarten and first grades made significant pre to post program gains in reading related skills.

3. All second grade groups in both Distar and non-Distar programs achieved significant pre to post program gains. Due to ability grouping and other factors, conclusions on the relative superiority of either the Distar or non-Distar programs cannot be made in this evaluation.

4. Classroom observation revealed that paraprofessionals served in a fully instructional role in the Distar program.

5. The trend of parent involvement was upward during the course of the program; however, the level of involvement was low.

Recommendations:

Program operations and pupil performance lead the evaluation team to recommend recycling the Strengthened Early Childhood Program, with certain suggestions for program improvement:

1. Adequate control groups must be established prior to the assignment of Distar to instructional groups so that a fair comparison can be made in the 1972-73 evaluation.

2. Teacher's preference to use the Distar materials or not to use them should be considered in the assignment of the program to groups.

3. Assignment of children to Distar groups should be based on the consideration of other factors in addition to reading achievement level. Consideration should be given to children's level of social and emotional development, level of physical maturation, and ability to adjust to a highly structured program before placement in a Distar group.

4. The 1972-73 evaluation plan should include a means of assessing personal adjustment factors in addition to achievement variables for children.

5. The total effect of the Distar program is not revealed in the first year of operation. Since most groups completed only Distar I, which emphasized decoding, it is unjust to evaluate the effect on comprehension.

6. The staff of District #24 needs to evaluate the objectives they seek in terms of values held regarding the nature of early childhood education and the nature of reading. Closer alignment of objectives and programmatic efforts to achieve them need to be studied.

7. The objective of increasing the level of parental involvement in the educational program should be implemented through a systematic plan of action. Methods of encouraging paraprofessionals' interaction with parents should be developed, particularly between bilingual paraprofessionals and non-English speaking parent groups.

CORRECTIVE READING PROGRAM

Objectives:

1. To provide corrective reading diagnosis and remediation services for each participant so that he can expand his vocabulary and comprehension of reading material.

2. To provide individualized corrective reading instruction so that program participants will increase in specific skill areas, based on initial diagnosis of reading difficulties.

3. To improve participants' attitudes toward reading as a result of increased skill.

Findings:

1. Analysis of the data indicated that the program helped pupils to improve their level of reading achievement beyond that which would be expected in a regular program. Based on their historical learning rates, 47% of the participants achieved higher than their anticipated score on vocabulary, 60% exceeded their anticipated score on comprehension, and 52% were higher than anticipated on total reading score.

2. Program comparisons indicated that:

   (a) The program was more successful at the elementary level than at the junior high level.

   (b) The more seriously retarded readers improved to a greater degree than did the less seriously retarded.

   (c) Additional personnel did not result in greater growth in reading.

3. Analysis of Pre-Post program scores on the *Stanford Diagnostic Reading Test* showed that all groups of participants made significant gains in specific reading skills.

4. The program participants showed significant improvement in positive reading attitudes during the course of the program.

Recommendations:

1. Based on the findings above, it is recommended that the Corrective Reading Program be continued, during which time certain improvements be effected.

2. Severely retarded readers ought to be assigned to groups scheduled for the highest frequency of meetings.

3. Pupil selection should be improved by requiring a diagnostic measure of reading ability, in addition to the *Metropolitan Achievement Test* now used.

4. Pupil gains were limited for third graders and, generally, at the junior high school level. A careful examination of probable causes for these results is suggested.

5. The program could be improved through more explicit selection criteria for hiring corrective reading teachers, an expansion of the inservice training program, and the establishment of a professional library and a reading curriculum resource room.

BI-LINGUAL COMMUNITY LIAISON

Objective:

The major objective of the Bi-Lingual Community Liaison program was to translate communicaton among the school staff at P.S. 19 and P.S. 143 and the Spanish-speaking parents.

Findings:

1. Observation of the program showed that Spanish-speaking parents were able to contact the liaisons easily in order to communicate their purpose for coming to the school.

2. Further, the liaisons were found to have served as translators during parent-teacher conferences and a variety of school functions. They also translated school notices and parent responses.

Recommendation:

The services of a bi-lingual community liaison are necessary for the adequate functioning of both P.S. 19 and P.S. 143 and should be continued.

EDUCATIONAL ASSISTANT FOR THE TRAINABLE MENTALLY RETARDED

Objective:

The purpose of this program was to extend individualization of instruction and educational experiences to TMR pupils at P.S. 19 through assistance of an educational assistant.

Findings:

1. The Educational Assistant was found to possess personal qualities that enabled her to function in a highly successful manner with the TMR children. Working primarily with Spanish-speaking pupils, she effectively presented individual and small group instruction based on auditory and visual discrimination tasks and perceptual-motor training exercises.

2. It was observed, however, that at least one-third of the children being served by classes for educable mentally retarded were more appropriately diagnosed as emotionally disturbed. This required the assistance of the Educational Assistant, and therefore fragmented her prescribed role with the trainable mentally retarded children.

Recommendations:

Based on program observations it is recommended:

1. That a thorough screening of children defined as EMR be undertaken and that children who present primary disabilities in other areas be transferred to appropriate classes.

2. That classes for children with learning disabilities, behavior disorders, and emotional disturbances be established to meet the needs of this population.

3. That in-service training be undertaken with teachers in regular classes to help them cope with children whose disabilities are not severe enough to require special educational services.

4. That P.S. 19 consider employment of an educational assistant whose role would be specifically with EMR children.

ENGLISH AS A SECOND LANGUAGE

Objective:

The primary objective of the E.S.L. Program was to increase the oral language proficiency of non-English speaking and English as a Second Language pupils in the target population.

Findings:

1. Most of the classes were organized on a grade level rather than on an English proficiency basis. The consequent wide-range of student abilities caused considerable frustration for both teacher and students.

2. Teachers varied greatly in their judgment of what was "acceptable" English; some used accent as a criterion, others were concerned with grammar, still others disregarded those criteria in favor of basic communicaton of meaning.

3. The use of the *Project Evaluation Test* to place and promote E.S.L. students has added a needed formal aspect to the program screening procedures.

4. Lack of teacher training was reflected in the fact that 41% of the staff received a less than acceptable rating in their classroom effectiveness.

The average E.S.L. teacher in the district would not meet the requirements for the E.S.L. license either at the elementary or secondary level, due to deficiencies in academic preparation.

5. Analysis of representative pupil scores on the *Project Evaluation Test* and the *English Proficiency Test* indicated that clear gains in oral language proficiency were achieved.

Recommendations:

Based on program observations and analysis of the data, it is recommended that the E.S.L. program be continued for 1972-73. However, the following suggestions are offered as necessary for improved program effectiveness:

1. Efforts should be made by the administration to provide for pupil grouping to be as homogeneous as possible, based on English proficiency.

2. For the 1972-73 program year, objectives should be expanded to include improvement of both reading and writing proficiency for pupils above first grade.

3. Contingent on the acceptance of the second recommendation, additional class time in E.S.L. will be necessary. E.S.L. classes should be extended to a minimum of two 40-45 minute periods daily.

4. E.S.L. teachers should be encouraged to upgrade their professional competence by pursuing formal E.S.L. courses at a university, and joining TESOL, the E.S.L. professional association.

In addition, the District Coordinator should organize an intensive in-service training program in order to broaden staff expertise.

NON-PUBLIC SCHOOL PROGRAM

Objectives:

Serving the students of Transfiguration and Our Lady of Sorrows schools, the major program objectives were:

1. To improve reading skills and to develop an interest in library usage through the service of the library teacher at Our Lady of Sorrows.

2. To increase individualization of instruction in basic reading and language skills through the services of the corrective reading teacher and paraprofessional at Our Lady of Sorrows and Transfiguration.

Findings:

1. Statistical analysis of the pre-post gain scores of pupils enrolled in the reading program revealed that, although the degree of gains varied greatly both among grades and between the two participating schools, a significant improvement was attained.

2. The library program was found to have had a significant effect on the acquisition of library skills by participating pupils.

Recommendations:

In light of the results observed from the described activities, the following recommendations for improvement in the Non-Public School Program are offered.

1. Reduce the number of pupils in each group. The Corrective Reading Teacher and other reading teachers at Our Lady of Sorrows recommended fewer students (5 per group) in order to facilitate individualization of instruction and provide more time for interaction among students and teacher.

2. Obtain a bilingual (Spanish and English) teacher for students in grades 1, 2, and 3. This would promote a more effective and efficient way of teaching and introduging basic concepts and developing language skills.

*3. Allocate more time for pupils receiving corrective reading services. Twice a week is barely satisfactory for students who have this particular limitation and who demonstrate a greater need for individualized guidance in developing language skills and proficiency in reading.

* Recommendation for both Non-Public Schools–Our Lady of Sorrows and Transfiguration. All other recommendations pertain to Our Lady of Sorrows.

4. Supplement and reinforce the regular reading and language class with the Corrective Reading Program. It should not be a substitute for the curriculum reading program unless the Corrective Reading class meets daily.

5. Extend and increase the in-service training of paraprofessionals.

AFTER SCHOOL CURRICULUM STUDY CENTER

Objectives:

1. To increase reading achievement of students who are initially two years below grade norms through an intensive after school skills and assistance program.

2. To increase oral language facility of English as a Second Language students through intensive instruction and assistance in an after school program.

3. To increase competency in subject-matter areas of students who have potential, but lack achievement, for successful qualification for high school.

4. To increase occupational aspirations and educational growth of below-norm achievers through the provision of assistance and models from average and above average peers in an after school program.

Findings:

1. Using a version of the Metropolitan Achievement Test modified by program personnel, significant improvement in reading ability was revealed by the data. Given the fact that, for only about one-third of these pupils was gain score data available from the *standardized* Metropolitan Achievement Test, and considering the low correlation found between those two measures, the evaluation team was constrained from drawing any conclusions as to the program effectiveness in reading instruction.

2. A positive relationship between pupils' time in program and their degree of gain in reading ability was found.

3. The criterion level in E.S.L. of 60% of the pupils achieving gains of two or more levels on the A-F scale was not attained. Nevertheless, significant gains in E.S.L. were found by the E.S.L. evaluation team. Whether these gains can be attributed to the After School Curriculum Study Center is questionable since there was no control group.

4. There was found to be a lack of teacher specialization in the areas of reading and E.S.L.

5. A substantial majority (77%) of the pupils increased their grade point average .5 or better during the course of the year during which they received tutoring in the academic areas in the program.

Some pupils were able to graduate to the local high school at mid-year, due to the tutorial assistance received in the program.

Recommendations:

The effects of the program on the pupils and the overall assessment of program operation lead to the following recommendations:

1. If available, teachers with specializations in reading and E.S.L. ought to be assigned responsibilities in the program. If none are on staff in the school, in-service training should be provided in order to upgrade the instruction.

2. If the program supervisor deems the standardized *Metropolitan Reading Test* as inappropriate for assessment of the program, a *standardized* alternative should be selected prior to program inception. This measure should be administered to all potential participants as a uniform screening device, and on a posttest basis at the time of program exit.

3. Pupils who score at least two years below grade on pretest ought to be retained in the program for its full duration, unless they demonstrate an extraordinary increase in skills prior to that date.

4. Given the large number of non-English speaking pupils in I.S. 61, a sample of those students not receiving compensatory instruction ought to be designated as a control group for the E.S.L. component. This will permit more definite statistical inference regarding the effects of the program.

5. In light of the great manifested need for a more intensive compensatory effort in the areas of reading and E.S.L., reconsideration should be given to program priorities; specifically, it is suggested that available funds might be better utilized if the services for substandard readers and non-English speaking pupils were more concentrated in the future.

GUIDANCE SERVICES

Objectives:

Objectives of the guidance program for 1971-72 in District 24 were:

1. To reduce adjustment problems of Open Enrollment pupils through services of guidance counselors.
2. To relate counseling services to specific personal adjustment problems of pupils.
3. To provide guidance services for pupils with special learning problems.
4. To help improve pupils' attitudes toward reading.

Findings:

1. There was no evidence to suggest that the guidance counselors had a significant impact upon the pupils with whom they worked. In general, school problems were as much or greater concern to pupils in May than they had been in December.

2. Further, the attitudes of the pupils toward reading generally became more negative.

3. Where students had fewer problems in May than in December, the data do not suggest that the interventions of the counselors were particularly helpful in resolving these problems.

Recommendations:

As a result of data analyzed and reported herein, as well as professional knowledge and experience of the evaluators, the following recommendations are made in order to upgrade the Guidance Services during 1972-73.

1. Since there is no evidence of a coordinated guidance program for Open Enrollment children, it is recommended that a Coordinator of Guidance Services be employed to provide creative leadership in the guidance area.

2. Specifically, with regard to program, it is recommended that group procedures be employed for working with children and that counselors be professionally trained in the knowledge and use of group techniques for minority group children.

3. It is recommended that these groups be used as a vehicle for increasing understanding between O.E. and District 24 children through inclusion of both sub-groups in the counseling groups.

4. It is recommended that counselors conduct an on-going orientation program for parents in their home communities in which are discussed the nature of the educational experiences available in District 24 schools, developmental problems of children, and the roles of the counselor as well as other school personnel in the school and with the children. Released time from the school setting itself should be granted so that counselors are able to meet with parents at the convenience of the parents. In-service education of counselors is necessary in order for this recommendation to be implemented and should be one of the first concerns of the Coordinator of Guidance Services and the counselors.

5. It is also recommended that regular case conferences be held between the counselor and all other school personnel in the various schools to provide a vehicle for information sharing regarding pupils with special learning problems and to recommend positive steps for shared responsibility for problem resolution.

6. It is recommended that O.E. counselors be assigned to two schools where their only assignment in each school is to the guidance program for O.E. children, plus those few other children as provided for in the funding guidelines. While this recommendation presents administrative problems for the principals, it insures a counselor's commitment to Open Enrollment.

7. It is recommended that any future testing of Open Enrollment children for evaluative purposes be conducted by school personnel whom the children trust.

8. It is recommended that future evaluation procedures include a control group of "district" children so that it will be possible to determine characteristics unique to O.E. children as opposed to those applicable to all children in the District schools.

9. Further, it is recommended that Corrective Reading Program participants be interviewed, or in some other way polled, to ascertain their perceptions of significant sources of help in problem resolution and perceptions of environmental factors which enhance their problems.

INTRODUCTION

During the 1971-72 school year, the regular educational programs in District 24 were supplemented with special educational services funded under Title I of the Elementary and Secondary Education Act of 1965. This evaluation report treats the several programs funded under the following headings:

I	Pre-Kindergarten Program	(79-21604)
II	Strengthened Early Childhood Program	(79-21605)
III	Corrective Reading Program	(79-21606)
IV	Bilingual Community Liaison	(79-21607)
V	Educational Assistant for the Mentally Retarded	(79-21608)
VI	English as a Second Language at I.S. 61	(79-21609)
VII	Non-Public Schools Program	(79-21610)
VIII	After School Study Center	(79-21611)
IX	Guidance Services	(79-21631)
X	Appendices	

PRE-KINDERGARTEN PROGRAM

PROGRAM OBJECTIVES

The objectives for District #24 Pre-Kindergarten Program were as follows:

1. To develop perceptual and conceptual skills of participants through a systematic program of guided pre-kindergarten experiences.

2. To develop children's independence in their care of self and personal property related to their physical development.

3. To improve participants' communication skills of speaking and listening.

4. To develop participants' proficiency in manipulation and purposeful use of learning materials.

5. To stimulate growth of participants in perceptual and classificatory skills related to intellectual development. Specifically, these skills include discrimination of color, form, and quantitative attributes of concrete objects and pictorial representation.

6. To enhance growth in social and emotional development of participants.

7. To develop awareness and participation of parents in their children's preschool progress.

EVALUATION OBJECTIVES

In order to assess progress toward the program objectives, the following evaluation objectives were delineated:

1. To determine the effect of the Pre-Kindergarten Program on children's conceptual skills development as measured by the *Boehm Test of Basic Concepts.*

2. Given the *NYU Growth in Independence Rating (G.I.R.) Scale* (Section 1) on a pretest-posttest basis, children in the program will demonstrate a significant increase in their care of self and personal property related to their physical development.

3. Given the *NYU G.I.R. Scale* (Section II) on a pretest-posttest basis, children in the Pre-Kindergarten Program will demonstrate a significant increase in the communication skills of speaking and listening.

4. Given the *NYU G.I.R. Scale* (Section III) on a pretest-posttest basis, children in the Pre-Kindergarten Program will demonstrate a significant increase in manipulation and use of learning materials.

5. Given the *NYU G.I.R. Scale* (Section IV), children in the Pre-Kindergarten Program will demonstrate a significant increase in perceptual and classificatory skills related to intellectual development.

6. Given the *NYU G.I.R. Scale* (Sections V & VI) on a pretest-posttest basis, children in the Pre-Kindergarten Program will demonstrate a significant increase in social and emotional development.

7. Given a checklist of awareness and participation, 70% of the parents will indicate positive interest in and approbation of their child's pre-school progress and will also manifest this by attendance at 4 parent-oriented Pre-Kindergarten meetings.

METHODS OF DATA COLLECTION

The objectives of the Pre-Kindergarten program were assessed in five ways. Measures of pupil growth were obtained through standardized tests and teacher ratings. The quality of the program was assessed through observation and interviews with the staff. The level of parent involvement was determined by responses to a questionnaire.

DESCRIPTION OF PROGRAM IN OPERATION

Program. The curriculum in the Pre-Kindergarten offers a range of cognitive and social activities. The equipment, room arrangement and supplies provide the environment for exploration by the children. Exploratory behavior is facilitated by the teaching behaviors of the adults in the room. Through a balance of structured and informal activities, children are provided learning opportunities appropriate to their age.

Activities aimed at enhancing cognitive growth were observed in both the structured and informal aspects of the program. Numerous experiences in classifying objects were provided throughout the year. Math concepts, such as set, were stressed in a variety of sessions with individual children and with groups. Experiments with the five senses were performed. Abstract ideas were taught through repeated use of concrete objects manipulated by the children.

Exploration of the immediate environment was stimulated by introduction of specific creative activities. Finger painting, sponge painting, string painting, straw painting, brush and easel painting were among the activities of the group. Large blocks, a housekeeping corner, a reading corner, water play equipment, a sandbox, wheel tops, live animals, musical instruments, puzzles, and other manipulative materials were available at all times for children to explore.

Numerous planned sessions centered on cooking and tasting various food. Children made salads, cranberry sauce, apple sauce, gelatin, puddings, butter, candy and bread during the year. The daily lunch, served to the morning group at the end of their session and to the afternoon group as soon as they arrived, was planned to include nutritious foods.

Children were able to explore the extended environment through many planned trips. They went to the zoo, a children's farm, the supermarket, neighborhood sites, the playground, and had a picnic at a park. The construction of a large apartment building adjacent to the school brought steam shovels, cement trucks, drag lines and a variety of other equipment into close range for children to observe.

Activities planned around holidays included cutting jack-o-lanterns and roasting pumpkin seeds, making candles, cards, and bells, constructing hats, dyeing eggs and making other things appropriate to the day. Seasonal changes in the weather, the environment and concomitant changes required in clothing were observed and discussed in the group. In summary, the ingredients for an enriching year were made available to this group of Pre-Kindergarten children.

Staff. The number of adults in the classroom was reduced in accord with the recommendations made by the evaluation team the previous year. The teacher, the family assistant, and the teacher aide were with the children full time. The early childhood coordinator, who also supervises the Strengthened Early Childhood program, assisted wherever needed and was available in the building at all times. Thirty children were admitted to the program in September, fifteen per session, to make the adult-child ratio 1 to 5. In March more children were added to the group. The additional children were absorbed into the flexible structure of the classroom without undue problems. The teacher noted, however, that the ease with which the event occurred was due in part to maturity and independence of the original group. The children who had been in the group since September modeled appropriate behavior and helped the newcomers to adapt quickly. The adjustment was also enhanced by the careful planning by the teacher and her assistants. The team relationships demonstrated in this staff are observable and admirable.

Parents. Attempts were made to inform and involve parents in the Pre-Kindergarten program. Parents delivered and picked up their children at the classroom and were invited to observe and attend monthly meetings. Some parents also accompanied the group on the several trips they took during the year.

EFFECTS OF PROGRAM ON STUDENTS

Concept Development. The first objective of the Pre-Kindergarten Program was to develop perceptual and conceptual skills of participants through a systematic plan of guided experiences. The *Boehm Test of Basic Concepts* was used as a measure of this objective. Comparisons were made on the pre and post program scores of children in the group the entire year, on post program scores of children added in February, and those attending the full year, and between the scores of pre-kindergarten children and children in the five year old kindergarten. Sample sizes, means, and standard deviations for the pre to post program comparisons for children attending the full year are presented in Table 1.

TABLE 1

COMPARISON OF PRE AND POST PROGRAM SCORES FOR FULL YEAR PRE-KINDERGARTEN ON THE *BOEHM TEST OF BASIC CONCEPTS*
(N = 16)

Pretest Mean	S.D.	Posttest Mean	S.D.	Mean Difference	S.D.	t
13.63	3.97	36.38	7.47	22.75	7.50	10.83*

* $p < .005$

A t-test for correlated data was performed on the pre to post program scores of the Pre-Kindergarten children who attended the full year. Table 1 shows that the differences between their performance were statistically significant. It is apparent that participants in the Pre-Kindergarten program significantly increased their perceptual and conceptual skills as measured by the *Boehm Test of Basic Concepts.*

Children who were on the waiting list for the Pre-Kindergarten Program were admitted to it during February. The original plan to compare program participants' performance with that of children on the waiting list was made, thereby, impossible.

Instead, comparisons between the posttest scores of children entering in February and an equal number of those attending the full year were made. The scores of the full year participants were rank ordered and the equivalent number was taken from the bottom of the list. Table 2 shows the means and standard deviations for these two groups.

TABLE 2

COMPARISON OF FULL YEAR AND HALF YEAR PRE-KINDERGARTEN POST PROGRAM SCORES ON THE *BOEHM TEST OF BASIC CONCEPTS*

	N	Posttest Mean	S.D.	t
Full Year Enrollees	5	27.40	7.50	1.89*
March Entrants	5	20.40	7.16	

* $p < .10$

A t-test for uncorrelated data was performed on the posttest scores of children entering in February and an equal number of full year enrollees. Table 2 shows the difference between these groups to be significant at the .10 level.

Finally, the scores of children in the Pre-Kindergarten were compared with those of children in the regular five year old kindergarten. Table 3 shows the means and standard deviations for these two groups.

TABLE 3

COMPARISON OF 5 YEAR OLD KINDERGARTEN AND PRE-KINDERGARTEN POST PROGRAM SCORES ON THE *BOEHM TEST OF BASIC CONCEPTS*

Group	N	Posttest Mean	S.D.	t
Pre-Kindergarten	16	36.38	7.47	.1735 ns
5 Year Old Kindergarten	18	36.00	4.354	

A t-test for differences between two independent means was computed and found to be not significant. This indicates that the Pre-Kindergarten group performed as well as the five year old kindergarten children. Since these data corroborate findings from the 1970-71 evaluation, they should be considered in redesigning the curriculum for the five year old kindergarten.

Growth in Independence. Objectives II through VI of the Pre-Kindergarten Program were (II) to develop children's independence in their care of self and personal property, (III) to improve communication skills, (IV) to develop proficiency in manipulating and purposefully using learning materials, (V) to stimulate growth in perceptual and classificatory skills, and (VI) to enhance social and emotional development. Pre and post program ratings by the teacher on the *NYU Growth in Independence Rating Scale* (Appendix A) were used to measure attainment of these objectives. Means and standard deviations for the pre and post program teacher ratings appear in Table 4.

TABLE 4

COMPARISON OF PRE AND POST PROGRAM TEACHER RATINGS ON THE *NYU GROWTH IN INDEPENDENCE RATING SCALE*
(N = 18)

	Pretest Mean	S.D.	Posttest Mean	S.D.	Mean Difference	S.D.	t
Independence in Care of Self	9.83	2.93	19.50	.69	9.67	2.43	16.33*
Communication Skills	8.22	2.18	18.44	1.17	10.22	1.65	25.55*
Manipulative Skills	8.06	2.68	17.94	1.50	9.88	2.28	18.03*
Perceptual-Classificatory Skills	7.39	2.19	18.78	1.27	11.39	1.70	27.65*
Social-Emotional Development	8.22	3.12	17.83	2.09	9.61	2.07	19.22*

* $p < .0005$

Since the teacher ratings were recorded for the same children pre and post program, a t-test for related measures was computed. Table 4 shows that the differences between the pre and post program teacher ratings were significant for each of the skill areas. It is evident that, based on the judgment of the teacher, the group changed significantly during the year on the variables measured by the *NYU Growth in Independence Rating Scale.* It is difficult to determine whether or not actual growth on these dimensions did or did not occur in the proportions estimated by the teacher. Supportive evidence can be drawn from the direction and extent of change obtained from the more objective measure on the *Boehm Test of Basic Concepts* reported earlier. The direction and extent of change measured by the *Boehm Test* is comparable to the changes indicated by teacher ratings. Evidence that would suggest questioning the teacher ratings can be found in a correlation between the *Boehm* pretest and the pre program ratings by the teacher on the perceptual and classificatory skills. Although these two measures purportedly assess the same skills, the correlation between the two measures was $r = .006$.

Further consideration of using teacher ratings to measure children's growth in independence is needed. It could be justifiably said that a teacher cannot know the children well at the beginning of the program, thereby accounting for the low correlation between her ratings on the pretest and the scores on a more objective measure. It may also be true that the *NYU Growth in Independence Rating Scale* lacks the necessary validity of an objective measure. In light of these considerations, perhaps the measure of growth in independence should be changed for subsequent evaluations.

Parental Involvement. The final objective of the Pre-Kindergarten Program was to develop awareness and participation of parents in their children's progress. This objective was measured by questionnaire responses at the end of the year. (See Appendix B for *Parent Awareness and Involvement Scale.*) The percent of parents responding at the various levels, which represent the amount of involvement, are shown in Table 5.

TABLE 5

AWARENESS AND PARTICIPATION OF PARENTS IN PRE-KINDERGARTEN PROGRAM

	Percent Responding at Each Level		
Awareness	1	3	5
1. I know what my child does.	12	50	38
2. I had heard about Pre-K before.	13	25	62
3. My child enjoys Pre-Kindergarten	0	0	100
4. I agree Pre-K is helpful.	0	0	100
Participation			
1. I have talked with the principal.	87	13	0
2. I have talked with the teacher.	0	75	25
3. I have talked with assistant teacher.	50	38	12
4. I have had conferences with teacher.	38	62	0
5. I have attended meetings of Pre-K.	50	25	25
6. I have observed Pre-K program.	13	87	0

In Table 5, 1 represents a low level of awareness and participation, 3 represents an average amount, and 5 represents a high degree of awareness and participation. The percentages responding at each level show that parents obviously are aware of what goes on in the Pre-Kindergarten program and feel that their child is profiting from the experience. The level of participation is less positive, particularly in some areas. For example, 87% of the parents had spoken with the principal only once. This suggests that the principal seldom appears at parent meetings or other Pre-Kindergarten functions.

Fifty percent of the parents responding had spoken with the educational assistant only once, indicating that she does not share equally in the role of assistant, especially in parent relationships. The parent responses indicating contacts with the teacher are much higher than for either the principal or educational assistant. All parents had talked with the teacher three or more times, and 62% had conferred with her three times about their child's progress. Eighty-seven percent had observed the program in the Pre-Kindergarten classroom three times. The responses for attending parent meetings are less impressive. Twenty-five percent had attended three metings and 25% had attended five meetings. The criterion level set for this objective was that 70% of the parents would attend four meetings. Parent responses to this question indicate that the criterion was not met.

In summary, parents of Pre-Kindergarten children indicated a high level of awareness about the program and had numerous contacts with the teacher. Many had observed in the program but only half attended more than one meeting during this year. Supplementary information, obtained through interviews with parents and staff, indicates that a number of day-care centers are opening in the area. Some parents indicated they would prefer the 9:00 a.m. to 5:00 p.m. day-care program to the half-day provided through the Pre-Kindergarten program. If these comments are representative, the availability of day-care centers will have implications for enrollment in the Pre-Kindergarten next year.

RECOMMENDATIONS

1. Quality indicators used in this evaluation support the idea that the Pre-Kindergarten program is effective in promoting pupil growth and should be continued.

2. The staff is well trained and functions effectively as a team, although educational assistants are not involved in parent contacts as much as they could be. Since

the assistant is bilingual and speaks the language native to many of the parents, she should be given opportunities to interact with them more frequently.

3. A new measuring instrument for assessing pupil growth in independence should be obtained. The validity of the instrument used in this evaluation is subject to question.

4. A survey of potential enrollees in the 1972-73 Pre-Kindergarten Program should be conducted. The availability of day-care centers in the neighborhood may obviate the necessity for the Pre-Kindergarten services.

5. A more concerted effort to involve parents in the Pre-Kindergarten Program is necessary.

STRENGTHENED EARLY CHILDHOOD PROGRAM

PROGRAM OBJECTIVES

The objectives of the Strengthened Early Childhood Program were:

1. To develop understanding of the basic concepts of quantity, space and time needed for success in the primary grades.

2. To develop and improve skills necessary for beginning and primary level reading competence.

3. To expand the educational role of the paraprofessionals through training and experience, as complementary to the teacher, thus providing more effective instruction in the Strengthened Early Childhood Program.

4. To involve parents in the educational program and increase the positive nature of their attitudes toward education.

EVALUATION OBJECTIVES

The following objectives were designed for the evaluation of the Strengthened Early Childhood Program:

1. Given the *Boehm Test of Basic Concepts* on a pre-post basis, students in the Distar program will show a significant gain on the post test. In addition, when compared to a control group, students in the program will show significantly greater understanding of the basic concepts.

2. Given a pre and post test for assessing growth and development in appropriate grade level reading skills, students in the special program (Distar) will manifest significant gains in reading achievement. In addition, when compared to a control group, program participants will show significantly greater reading achievement.

3. Given scheduled observations of the program in operation, paraprofessionals will be observed to function in an expanded educational role which is complementary to the role of the teacher.

4. Given an index of parental involvement and attitudes toward education on a pre-post program basis, a trend toward more involvement and more positive attitudes toward education will be observed.

METHODS OF DATA COLLECTION

Data to assess the objectives of the Strengthened Early Childhood Program were collected by four methods. Structured observations were made in all classrooms; questionnaires were completed by teachers, paraprofessionals and parents; interviews were conducted with supervisory staff, teachers, paraprofessionals and parents, and standardized tests were used to measure pupil growth. In addition, the evaluators were present at parent meetings in which the Strengthened Early Childhood Program was discussed. Copies of all data collection forms are available in the appendices.

DESCRIPTION OF PROGRAM IN OPERATION

Program. The Strengthened Early Childhood Program functioned in grades kindergarten, one and two at P.S. 19 and in kindergarten and grade one at P.S. 143. The primary innovation during 1971-72 was the adoption of Distar, a highly structured language, reading, and math program. Kindergartens were given the reading and language components while the first and second grades were given reading, language, and math. Distar Reading I is designed to teach basic decoding skills, Distar Reading II emphasizes comprehension skills. The emphasis in Language I is on teaching children the language used in the classroom and is expanded in Language II through analysis of language. Math concepts and computation skills are taught in the Math component. Teacher guides and program materials give detailed instructions for conducting the program so that both paraprofessionals and teachers knew explicitly how to proceed. Table I provides the numbers of teachers, paraprofessionals and students involved in Distar and Non-Distar programs.

TABLE 1

NUMBER OF DISTAR (D) AND NON DISTAR (ND) TEACHERS, PARAPROFESSIONALS AND STUDENTS IN P.S. 19 and P.S. 143

	P.S. 19						P.S. 143					
	K		1		2		K		1		2	
	D	ND	D	ND	D	ND	D	ND	D	ND	D	ND
Teachers	3	3	7	2	6	4	3	0	5	0	0	6
Paraprofessionals	3	3	2	2	2	3	6	0	2	0	0	1
Students	140	140	200	81	134	126	133	0	126	0	0	135

Instruction with the Distar program requires the services of three adults in the classroom, each working with a group of 8 to 10 children. Ideally, children are regrouped according to subject matter and their level of progress in each subject. Three adults were not available frequently and so the program was not always conducted as specified in Distar materials. A sampling of record sheets showed that teacher or paraprofessional absence or special events interfered with the operation of the program approximately once a week.

Classroom observations revealed variability in the level of operation of the program. Using the Observer Checklist (Appendix C), 35 classroom observations were made. The presence of the features on the checklist was determined and an overall rating given. A 1 indicated a low level of performance and 7 indicated a high level of performance. A summary of the ratings on the Observer Checklist is given in Table 2.

TABLE 2

LEVEL OF PROGRAM OPERATION IN DISTAR CLASSROOMS AS RATED ON OBSERVER CHECKLIST

(N = 35)

Category	Mean
Role of paraprofessional	5.48
Pupil participation	4.85
Program materials	4.82
Program process	4.69
Physical facilities	4.48

As indicated in Table 1, the highest rating was obtained for the role of the paraprofessional. Paraprofessionals were observed to be fully involved in a teaching role, adequately prepared for that role, and favorably attuned to the program. Generally, their relationships with children and the teacher were positive. The level of pupil participation was rated well above average. Students were observed to be participating and seemed to enjoy the group activities. There was some evidence that they read books in addition to the stories in the Distar materials. Materials for the Distar program were also rated above average. These materials appeared to be adequate and available for use. The two lowest ratings were given to physical facilities and the program process although both were rated above average. The program process category included features specified as necessary by Distar developers. They include clarity of presentation, adherence to program format, evidence of regrouping and teaching to criterion, and evidence of planning for children not involved in groups. Physical facilities included amount of space available for separation of groups and the appropriateness of the size of the group.

Teachers and paraprofessionals appeared to be well versed in the operation of the program. They adhered to the guidelines described in Distar materials and evidenced adequate preparation for their task. Whereas the observers' rating of teachers' acceptance of the program was positive, there were instances of obvious teacher dislike for it. In summary, classroom observations support the idea that the Distar program was implemented as prescribed in the district. Whereas the role of the paraprofessional seemed to be the most favorable feature, other aspects of the program were rated above average by the observers.

Teachers. The teacher questionnaire found in Appendix D was used to ascertain descriptive data about the teachers and their opinion of the Distar program. Of the 25 teachers responding, 15 had Bachelors degrees and 10 held Master's degrees. Three had received their degrees before 1950, 6 received them between 1964 and 1969, and 16 received their degrees since 1970. All degrees were in Education, with the exception of one in Psychology, one in History and one in Math. Fourteen held a Common Branches license, and sixteen were licensed in Early Childhood. Fifteen teachers had one to three years experience, seven had four to seven years and three had more than ten years experience. The teachers' rating of the training they received before and during the program are summarized in Table 3.

TABLE 3

TEACHER RATINGS OF TRAINING RECEIVED FOR DISTAR PROGRAM

	N	1 Unsatisfactory	2 Barely Satisfactory	3 Average	4 Above Average	5 Very Satisfactory	$\bar{X}$
Pre Program Training	23	7	5	10	1	0	2.1
On the Job Training	24	7	6	7	3	1	2.3

Obviously, most teachers were not satisfied with the training provided before the program but more were satisfied with the training on the job.

Teachers were asked to evaluate the effectiveness of the Distar reading, language and math programs on various elements of the program. The elements evaluated for each program and the mean ratings are provided in Table 4 in which 1 = unsatisfactory, 2 = barely satisfactory, 3 = average, 4 = above average, and 5 = very satisfactory.

TABLE 4

TEACHER RATINGS OF EFFECTIVENESS OF DISTAR READING, LANGUAGE, AND MATH PROGRAMS

Item	Reading Mean	Language Mean	Math Mean
Amount of time devoted	2.46	2.75	2.53
Size of instructional groups	2.50	2.54	2.94
Appropriateness of objectives	3.75	2.29	2.78
Materials provided	3.21	2.31	2.12
Classroom kit	3.20	2.52	2.88
Teacher's Guide	3.16	3.04	3.11
Instructional materials	3.16	2.32	2.33
Student materials	3.32	2.68	2.72
Tests provided	2.72	2.08	1.88
Instructional strategy prescribed	3.28	2.36	2.94
Guides for regrouping	2.44	2.04	2.17
Pupil's attitude	3.40	2.56	3.00
Summary of ratings	3.05	2.46	2.61

The results of Table 4 show that teachers perceive the Distar programs to be of average effectiveness or below. The reading program was perceived as being more effective than the math and language programs. Teachers' rating of the math and language program showed that both were considered barely satisfactory to average. The tabulation of the raw data revealed a consistent pattern of rating by individual teachers. Individual teachers tended to rate all elements of the program as average, barely satisfactory, or unsatisfactory whereas other teachers gave consistently high ratings for the elements. This indicates that some teachers were much more positively inclined to the Distar program than others. From those teachers to whom it did not appeal, consistently low ratings were obtained.

Teachers were also asked to give their opinion of supportive aspects of the program. The results of that survey are presented in Table 5. The 1 to 5 scale represents low to high ratings.

TABLE 5

TEACHER RATINGS OF SUPPORTIVE ASPECTS OF THE DISTAR PROGRAM

Item	Mean Rating
Cooperation of school personnel	3.16
Extent of parent involvement	2.00
Parents' attitude toward program	3.04
Contribution of paraprofessional	4.10

Table 5 shows that teachers considered the cooperation of school personnel to be slightly above average. The level of parent involvement was rated as barely satisfactory and parent's attitude toward the program to be average. The contribution of the paraprofessional was rated highest. This corroborates the classroom observation data reported earlier that indicated paraprofessionals were engaged in a full teaching role.

In response to the open ended questions, additional comments supported inferences that could be made about the preceding data. Teachers indicated they do not believe that Distar is appropriate for all teachers nor is it appropriate for all children. They believe a teacher cannot perform effectively in a program she does not want to use. They stated that teachers should have a part in the decision of whether to adopt Distar for their classes and that some professional judgment should be used to decide which children would benefit by being placed in a Distar program. In effect, they recognize that some teachers can perform effectively with Distar and that some children will profit from it, but it cannot be universally imposed upon all.

Paraprofessionals. Objective 3 of the Strengthened Early Childhood Program was to expand the educational role of the paraprofessionals. That objective was assessed through observation, teacher questionnaires and paraprofessional questionnaires. The questionnaire (Appendix E) submitted to the paraprofessionals revealed that five had some college experience and five had graduated from high school. Six people did not respond to this item on the questionnaire. Eight people indicated they speak a second language, four Spanish, one German, one Greek, and two Italian. The average number of years they had served as an educational assistant was slightly more than four years. Nearly all of the years spent as an educational assistant had been in the school in which they were now located.

The paraprofessionals were asked to rate the strengths and weaknesses of the Distar program. The ranking of each item was weighted so that the most important item received a weighting of 5, the second most important was given a 4 weight, and so on.

The results of their ratings appear in Table 6.

TABLE 6

PARAPROFESSIONAL RATINGS OF STRENGTHS, WEAKNESSES AND IMPROVEMENTS NEEDED FOR THE DISTAR PROGRAM

(N = 16)

Strengths of Program	Mean
Opportunity to work with small groups	4.18
Teaching responsibility and role	4.00
Materials provided by program	3.14
Design of a structured program	2.76
Weaknesses of Program	
Difficult for children to sit still	4.67
Too much time devoted to program	3.47
Timing and placement of program in school day	3.00
Program too structured	2.87
Improvements Needed	
Third person in the room	4.44
Better scheduling of time	3.80
More planning for children not in groups	3.20
More unstructured time between Distar	2.80

Table 6 shows that paraprofessionals rated the opportunity to work with small groups as the greatest strength of the Distar program. The next highest rating was their assessment of the teaching responsibility and role. It should be noted that both teacher opinion and observers' ratings reported earlier showed this aspect of the program to be highly satisfactory. The materials provided by the program were rated slightly above average, whereas the design of the structured program was rated as less than average importance.

In the opinion of the paraprofessionals, the major weakness of the program was the difficulty of requiring children to sit still for the amount of time necessary. They also believed the amount of time devoted to the program to be excessive and that the placement of the program in the daily schedule was a problem. The structure of the program was rated as the lowest problem area indicating that the structure was less important as a weakness to them.

The most important improvement needed in the program was to have a third adult in the classroom. Observational data supported the need for an adult with each group, and teachers commented upon its necessity. Paraprofessionals rated scheduling of time as the next most crucial improvement necessary and more planning for children not involved in group instruction as of third importance. The least needed improvement, although still of nearly average importance, was provision of more unstructured time between Distar sessions.

In summary, the paraprofessionals indicated a more favorable view of the Distar programs than did the teachers. They found the opportunity to work with small groups of children to be the program's greatest strength. The most difficult aspect of the program was getting children to sit still for the length of time required and the greatest need to improve the program was to obtain a third adult for the classroom.

Parents. Objective 4 of the Strengthened Early Childhood Program was to involve parents in the educational program and to increase the positive nature of their attitudes toward education. The attempt to involve parents in the educational program was made through a series of parent workshops, invitations to observe classrooms, notices, newsletters, children's work and parent associations. Pre and post program ratings of parent involvement were obtained through responses on the *Parental Involvement and Attitude Scale* (Appendix F) administered in both Spanish and English. The data on levels of parental involvement are reported in Table 7. The figures represent the average number of contacts with the school.

TABLE 7

LEVELS OF PARENTAL INVOLVEMENT AT THE BEGINNING AND THE END OF THE PROGRAM

	P.S. 143						P.S. 19					
	English			Spanish			English			Spanish		
Indicators of Involvement	Pre	Post	Diff.	Pre	Post	Diff.	Pre	Post	Diff.	Pre	Post	Diff.
N	40	62		29	20		33	15		15	34	
Discussed with teachers	2.40	2.74	.34	1.62	2.15	.53	2.42	3.33	.91	2.67	1.47	–1.20
Attended parent meetings	1.95	2.08	.13	1.62	2.65	1.03	1.42	1.87	.45	1.27	1.65	.38
Attended children's programs	1.00	1.21	.21	0.76	2.05	1.29	0.94	0.53	–.41	0.93	1.15	.17
Talked with educational assistant	0.93	0.81	–.12	0.34	1.70	1.36	0.42	0.73	.31	0.33	0.50	.17

Responses on the *Parental Involvement and Attitude Scale* were tallied and divided by the number of parents responding. The figures in Table 7 indicate that the greatest number of contacts with the school was through discussions with the teacher. The average number of contacts with the teacher increased during the year with the exception of the Spanish speaking parents at P.S. 19. A similar trend can be observed in attendance at parent meetings and at children's programs. With one exception, there was a general increase in the number of meetings and programs parents attended.

Finally, the same pattern of increase with one exception is shown in contacts with the educational assistants. The number of contacts between parents and educational assistants is generally very low, however. These figures suggest that educational assistants are not serving as liaison agents between the school and the parents. Data from the educational assistant questionnaires show that 8 out of 16 educational assistants are bilingual; 4 who speak Spanish, 1 German, 1 Greek, and 2 Italian. The need for bilingual educational assistants is still evident in the district. The general level of parent involvement can be considered as low with particular groups of parents noticeably uninvolved with the school programs.

Parent attitudes toward education were also measured by responses on the *Parental Involvement and Attitude Scale*. Parents were asked to indicate agreement or disagreement with statements listed. Although some items were stated in a manner in which disagreement indicated a positive response, they were reversed for the summary presented here. The figures in Table 8 should be read as the higher the number, the more positive the response. Questionnaires were available in both Spanish and English.

Table 8 shows the overall trend of parents' attitudes to be in a positive direction with the exception of two groups. In the responses tallied in Table 8, the English speaking parents at P.S. 143 and the Spanish speaking parents at P.S. 19 appeared to be less positive at the end of the year. The data presented here should be interpreted

TABLE 8

PRE AND POST PROGRAM RATINGS OF PARENTS' ATTITUDES TOWARD EDUCATION

	P.S. 143						P.S. 19					
	English			Spanish			English			Spanish		
Attitude Areas	Pre	Post	Diff.	Pre	Post	Diff.	Pre	Post	Diff.	Pre	Post	Diff.
N	40	62		29	20		33	15		15	34	
Teachers like active children	2.95	3.21	.26	2.65	2.65	.00	2.85	2.87	.02	2.33	2.44	.11
Parents can improve schools	3.70	3.68	–.02	3.59	3.75	.16	3.27	3.07	–.20	3.47	2.62	–.85
Teachers want parents to come to school	3.88	3.92	.04	3.93	4.35	.42	3.58	4.07	.49	4.13	3.56	–.57
School marks are not single goal	3.00	2.77	–.23	3.27	3.05	–.22	3.00	2.67	–.33	3.33	2.97	–.36
Teachers need more training	2.32	3.02	.30	2.55	2.90	.35	2.82	2.20	–.62	2.67	2.53	–.14
Children can miss school to help at home	4.13	3.92	–.21	3.62	4.35	.73	3.94	4.33	.39	3.00	3.12	.12
Friendly teachers can control children	3.80	3.79	–.01	4.55	3.45	–1.10	3.36	3.73	.37	3.27	3.44	.17
Teachers do not make children doubt parents	3.40	3.32	–.08	3.38	3.60	.22	3.39	3.73	.34	3.93	3.50	–.43
Parents are not to blame when children don't work in school	3.43	3.63	.20	3.28	2.90	–.38	3.58	3.67	.09	3.13	3.29	.16
Children don't need to be made to learn	3.00	3.03	.03	2.21	2.15	–.06	2.45	2.53	.08	1.80	1.68	–.12

with caution, however. Since questionnaires were anonymous, there is no way of knowing whether the responses at the end of the year were obtained from the same parents as the pre program responses. They do represent attitudes from the same group of parents, but it is possible that they do not reflect a true pre to post program change.

In summary, the level of parental involvement is generally low in both P.S. 19 and P.S. 143. The general attitude of parents toward education is positive and in many cases responses at the end of the year were more positive than they were at the beginning of the year.

EFFECTS OF THE PROGRAM ON THE STUDENTS

Concept Development. The first objective of the Strengthened Early Childhood Program was to develop understanding of the basic concepts of quantity, space and time needed for success in the primary grades. Achievement of this objective was measured with the *Boehm Test of Basic Concepts.* The following comparisons were made:

1. Pre and post program scores of kindergarten, grades one and two experimental (Distar) classes.

2. Pre and post program scores of kindergarten, first, and second grade program participants with the national grade level norms for the *Boehm Test of Basic Concepts.*

3. Posttest scores for experimental (Distar) classes with control (non-Distar) classes in kindergarten and grade one, at P.S. 19.

4. Pre and posttest scores for the second grades in experimental (Distar at P.S. 19) and control (non-Distar at P.S. 143) groups.

Since the major innovation in the Strengthened Early Childhood Program was the adoption of the Distar language, reading and math programs in 60% (20 of 33) of the classrooms, comparisons were made between Distar and non-Distar groups whenever possible. The pre to post comparisons for the Distar groups' performance on the *Boehm Test of Basic Concepts* are presented in Table 9.

TABLE 9

COMPARISONS OF PRE AND POST PROGRAM SCORES ON THE *BOEHM TEST OF BASIC CONCEPTS* FOR KINDERGARTEN, GRADES ONE AND TWO DISTAR CLASSES AT P.S. 19 AND P.S. 143

	N	Pretest		Posttest		Mean	t-Ratio
		Mean	S.D.	Mean	S.D.	Difference	
P.S. 19							
Kindergarten	66	25.80	8.30	35.88	6.76	10.08	13.29*
First Grade	112	32.93	7.46	39.36	5.92	6.43	13.45*
Second Grade	42	39.19	3.57	41.83	4.18	2.64	4.64
P.S. 143							
Kindergarten	51	28.67	7.29	33.80	6.21	5.13	7.96*
First Grade	62	33.45	7.48	38.03	6.22	4.58	8.85*
Second Grade (No Distar)							

* $p = < .0005$

It is evident that all groups in the Distar program made significant pre to post gains in their ability to understand the basic concepts of quantity, space and time as measured by the *Boehm Test of Basic Concepts.* Table 9 shows that the scores on the posttest for each group were significantly higher than the scores on the pretest. It can be concluded that the Distar program had a significant positive effect on children's ability to understand the concepts of quantity, space and time. Since there was no control group used in this comparison, however, the effects of maturation are unknown.

In order to compare the performance of children in District #24 with a national sample, the norming data for low socio-economic groups provided in the *Boehm Test of Basic Concepts Manual* are presented in the following table. By comparing Tables 9 and 10, the similarity of the groups is observable.

TABLE 10

PRESENTATION OF BEGINNING OF YEAR AND MIDYEAR MEANS AND STANDARD DEVIATIONS OF LOW SOCIO-ECONOMIC NORMING GROUPS ON THE *BOEHM TEST OF BASIC CONCEPTS*[1]

	Beginning of Year			Midyear		
	N	Mean	S.D.	N	Mean	S.D.
Kindergarten	1921	25.5	8.9	162	28.4	8.1
First Grade	2303	33.8	8.9	276	39.2	5.5
Second Grade	824	41.2	6.3	222	43.5	5.0

[1] Ann E. Boehm, *Boehm Test of Basic Concepts Manual,* 1970 Edition, New York City: The Psychological Corporation, 1970. p. 20-21.

Comparisons of Tables 9 and 10 reveal that children at P.S. 19 are comparable to the norming group at the kindergarten level on the pretest and well above the midyear norms at the posttest. The P.S. 19 first graders are slightly below the norms for the pretest and their posttest score matches the midyear norm. The same trend continues in the second grade data with a lower pretest for P.S. 19 and a sizeably lower posttest score than the norming groups' midyear score. The same phenomenon occurs at P.S. 143 in that a gradual regression in the amount of gain occurs. In summary, children in P.S. 19 and P.S. 143 attain beginning of the year test scores similar to the national norms. They do not maintain that similarity throughout the primary grades, however, but begin to fall behind a norming group of a comparable socio-economic level.

An attempt was made to compare the progress of the Distar groups with that of the non-Distar groups so that the question of effects of maturation could be resolved. An analysis of covariance would have been an appropriate means of answering this question, but unfortunately, pretest scores for the non-Distar classes as controls were not available for the kindergarten and first grade. Therefore, the posttest scores for kindergarten and first grade at P.S. 19 were compared by means of a t-ratio for uncorrelated data. In order to maintain groups of comparable size in analyzing first grade data, one experimental class was randomly drawn from the five available for the comparison with a control group for which post data were available. Table 11 presents the results of this comparison.

TABLE 11

COMPARISON OF P.S. 19 DISTAR AND NON-DISTAR KINDERGARTEN AND FIRST GRADE POSTTEST SCORES ON THE *BOEHM TEST OF BASIC CONCEPTS*

	N	Distar Posttest Mean	S.D.	N	Non-Distar Posttest Mean	S.D.	Difference	t
Kindergarten	66	35.88	6.76	62	36.90	6.07	1.02	.903ns
First Grade	24	37.25	6.36	24	44.83	3.62	7.58	5.08*

* $p < .0005$

All children whose scores were used in the preceding analysis attend P.S. 19, therefore, it might be assumed that the groups are somewhat equivalent. Table 11 shows there was no significant difference between the scores of children who were in Distar classes and those who were in non-Distar classes in the kindergarten. Table 11 also shows there was a significant difference between the posttest scores for the first grade, however, it is in favor of the non-Distar classes. These data cannot be used to ascribe greater efficacy to the non-Distar program since ability grouping is begun in first grade. Moreover, since pretest data were not available for the non-Distar groups, there are no means of determining the differential effects of the two approaches.

When it was determined that there were no differences between the posttest scores for Distar and non-Distar kindergarten classes at P.S. 19, the question of a comparison between kindergarten groups at P.S. 19 and those at P.S. 143 arose. Since all kindergarten groups at P.S. 143 used the Distar program, no control groups were available for a comparison within the school. The inference could be made that findings for kindergarten groups at P.S. 19 might also apply to those at P.S. 143 if the groups were found to be similar. An analysis of covariance was performed for the kindergarten classes in the Distar program at P.S. 19 and P.S. 143. The results of that analysis appear in Table 12 below.

TABLE 12

COMPARISON OF P.S. 19 AND P.S. 143 KINDERGARTEN CLASSES IN THE DISTAR PROGRAM ON THE *BOEHM TEST OF BASIC CONCEPTS*

	N	Pretest Mean	S.D.	Actual Posttest Mean	S.D.	Mean Difference	Adjusted Posttest Mean	F Ratio
P.S. 19 Distar	66	25.80	8.30	35.88	6.76	10.08	36.62	19.23*
P.S. 143 Distar	51	28.67	7.29	33.80	6.21	5.13	32.84	

* $p < .01$

It is evident in the results of the analysis of covariance presented in Table 12 that there were significant differences in the amount of growth in understanding basic concepts between the kindergarten groups at P.S. 19 and P.S. 143. The F-ratio indicates that groups at P.S. 19 made significantly more growth pre to post than the groups at P.S. 143. The inference could be made, then, that kindergarten Distar classes at P.S. 143 would also compare less favorably with non-Distar classes if such classes had been available at P.S. 143.

A similar comparison between the performance of first graders at P.S. 19 and those at P.S. 143 in the Distar program was made. The analysis reveals that students at P.S. 19 did not make significantly greater gains than those at P.S. 143. The results of the analysis of covariance between the two groups of first graders are presented in Table 13.

TABLE 13

COMPARISON OF P.S. 19 AND P.S. 143 FIRST GRADE DISTAR CLASSES ON THE *BOEHM TEST OF BASIC CONCEPTS*

	N	Pretest Mean	Actual Posttest Mean	Mean Difference	Adjusted Posttest Mean	F Ratio
P.S. 19 (Distar)	68	34.25	39.75	5.50	39.49	3.58*
P.S. 143 (Distar)	62	33.45	38.03	4.58	38.32	

*no statistically significant difference

Pre and post test scores for both Distar and non-Distar classes were obtained for the second grades. These scores were subjected to an analysis of covariance to determine if there were differences between the groups when beginning scores were taken into account and the effects of maturation were controlled. Since groups are formed on the basis of ability in the second grade, non-Distar classes representing the lowest achievement groups were selected as the controls in the comparison. Table 13 presents the results of the analysis.

TABLE 14

COMPARISON OF P.S. 19 AND P.S. 143 SECOND GRADES IN DISTAR AND NON-DISTAR CLASSES ON THE *BOEHM TEST OF BASIC CONCEPTS*

	Actual Pretest			Actual Posttest		Mean	Adjusted Post	
	N	Mean	S.D.	Mean	S.D.	Gain	Mean	F
P.S. 19 Distar	42	39.19	3.57	41.83	4.18	2.64	42.549	2.311*
P.S. 143 Non-Distar	41	41.76	5.01	44.32	3.45	2.56	43.584	

*no statistically significant difference

When initial scores are taken into account, as shown in the analysis of covariance presented in Table 14 above, there was no significant difference between Distar and non-Distar classes in the second grade in their ability to understand basic concepts necessary for success in the primary grades.

In summary, all groups in the Distar classes made significant pre to post program gains in a comparison in which no control groups were used. The beginning of the year performance of children in P.S. 19 and P.S. 143 compares favorably with the performance of a national norming sample in the kindergarten but regresses from the norms in the amount of gain as they proceed through the primary grades. Furthermore, when the posttest performance of kindergarten and first grade Distar classes is compared with the posttest performance of kindergarten and first grade non-Distar classes, there is no significant difference between the groups at the kindergarten level and a difference in favor of the non-Distar group at the first grade. The Distar kindergarten classes at P.S. 19 made significantly more growth pre to post than the Distar kindergarten classes at P.S. 143. There were no differences between the performance of first graders in the two schools. Finally, the second grade Distar classes at P.S. 19 and the non-Distar classes at P.S. 143 were not significantly different from each other when initial scores were accounted for. It can be concluded, therefore, that the Strengthened Early Childhood Program did develop understanding of the basic concepts needed for success in the primary grades, but the Distar classes were not significantly different from the non-Distar classes on this dimension.

Reading. The second objective for the Strengthened Early Childhood Program was to develop and improve the skills necessary for beginning and primary level reading competence. The *New York City Pre-Reading Assessment* was used as a measure of this objective for kindergarten and first grade and the *Metropolitan Achievement Test* was used as the measure for the second grade. The following comparisons were made:

1. pre and post program scores for kindergarten and first grade
2. kindergarten and first grade experimental (Distar) classes at P.S. 19 with those at P.S. 143
3. posttest scores for experimental (Distar) classes with control (non-Distar) classes in kindergarten and first grade at P.S. 19
4. pre and posttest scores for second grade experimental (Distar) classes at P.S. 19 and control (non-Distar) classes at P.S. 143.

1. Kindergarten and First Grade

In order to determine whether the kindergarten and first grade Distar classes at P.S. 19 and P.S. 143 did develop and improve the skills necessary for beginning and primary level reading competence, their pre and post program scores on the *New York City Pre-Reading Assessment* were compared. A t-ratio for correlated data was computed for groups having both pre and post test scores. Table 15 presents the results of that analysis.

TABLE 15

COMPARISON OF PRE AND POST PROGRAM SCORES ON THE *NEW YORK CITY PRE-READING ASSESSMENT* FOR KINDERGARTEN AND FIRST GRADES AT P.S. 19 AND P.S. 143 IN DISTAR CLASSES

Language Subtest

	N	Pretest Mean	Pretest S.D.	Posttest Mean	Posttest S.D.	Difference	t
P.S. 19							
Kindergarten	66	19.530	6.645	27.167	4.443	7.636	13.85*
First Grade	112			29.313	2.479		
P.S. 143							
Kindergarten	51			26.451	4.969		
First Grade	62	23.195	6.204	28.645	2.450	5.452	8.517*

Visual Discrimination Subtest

	N	Pretest Mean	Pretest S.D.	Posttest Mean	Posttest S.D.	Difference	t
P.S. 19							
Kindergarten	66	11.182	6.358	19.045	5.906	7.864	12.85*
First Grade	112			25.500	2.508		
P.S. 143							
Kindergarten	51			19.137	4.846		
First Grade	62	18.452	5.636	24.726	3.388	6.274	10.825*

*$p < .0005$

In Table 15, it is evident that for those groups for whom both pre and posttests were available all made significant gains in their pre-reading skills. These results should be interpreted with caution since there is no way of telling how much of the effect can be accounted for by maturation. It can be said, however, that pre-reading and beginning reading skills were improved for the groups with the pretest scores available.

An attempt to identify the more successful aspects of the Strengthened Early Childhood Program was made through a comparison of P.S. 19 and P.S. 143 kindergarten and first grade children's scores on the *New York City Pre-Reading Assessment.* This comparison was made by an analysis of covariance. Since pretest scores on the pre-reading measure were not available for all children, their score on the *Boehm Test of Basic Concepts* was used as the covariate. Table 16 presents the results of the analysis.

TABLE 16

COMPARISONS OF P.S. 19 AND P.S. 143 KINDERGARTEN AND FIRST GRADE CHILDREN IN THE DISTAR PROGRAM ON THE *NEW YORK CITY PRE-READING ASSESSMENT* USING THE *BOEHM TEST OF BASIC CONCEPTS* AS COVARIATE

Language Subtest

		Boehm Pretest (Covariate)		Reading Posttest (Actual)		Adjusted Posttest	
	N	Mean	S.D.	Mean	S.D.	Mean	F
Kindergarten							
P.S. 19	66	25.80	8.31	27.17	4.44	27.62	6.05**
P.S. 143	51	28.67	7.29	26.45	4.97	25.87	
First Grade							
P.S. 19	68	34.25	6.71	29.84	2.06	29.76	10.81**
P.S. 143	62	33.45	7.48	28.65	2.45	28.73	

Visual Discrimination Subtest

		Boehm Pretest (Covariate)		Reading Posttest (Actual)		Adjusted Posttest	
	N	Mean	S.D.	Mean	S.D.	Mean	F
Kindergarten							
P.S. 19	66	25.80	8.31	19.05	5.91	19.32	.543*
P.S. 143	51	28.67	7.29	19.14	4.84	18.69	
First Grade							
P.S. 19	68	34.25	6.71	25.93	2.10	25.87	5.64**
P.S. 143	62	33.45	7.48	24.73	3.39	24.79	

** significant at .01
* no statistically significant difference

The adjusted posttest means reported in Table 16 make it possible to compare the progress of children in P.S. 19 and P.S. 143 with differences in initial performance accounted for. It is evident that the adjusted posttest means for P.S. 19 students are consistently higher than those for P.S. 143. The differences are significant for the language subtest at both kindergarten and first grade and for visual discrimination at the first grade level. These data indicate that students at P.S. 19 made significantly greater gains in pre-reading skills than did students at P.S. 143 when beginning performance was accounted for.

As a means of assessing whether the Distar groups differed from the non-Distar groups on pre-reading and beginning skills, the posttest scores from randomly selected groups were compared using a t-ratio for uncorrelated data. Table 17 presents the results of that comparison.

TABLE 17

COMPARiSON OF P.S. 19 DISTAR AND NON-DISTAR KINDERGARTEN AND FIRST GRADE POSTTEST SCORES ON THE *NEW YORK CITY PRE-READING ASSESSMENT*

	Distar Posttest			Non-Distar Posttest			Mean	
	N	Mean	S.D.	N	Mean	S.D.	Difference	t
				Language Subtest				
Kindergarten	42	28.29	3.25	38	28.58	2.73	0.29	1.39*
First Grade	24	27.58	3.31	24	30.42	1.59	2.83	12.01**
				Visual Discrimination Subtest				
Kindergarten	42	20.17	5.24	38	19.03	5.96	1.14	.91*
First Grade	24	23.67	3.16	24	26.00	2.06	2.33	10.14**

* no statistically significant difference

** $p < .0005$

The data in Table 17 show that the Distar and non-Distar kindergarten groups did not differ significantly from each other for either the language subtest or the visual discrimination subtest. That is, groups instructed by the regular kindergarten program at P.S. 19 performed equally as well on the *New York City Pre-Reading Assessment* as the groups in the Distar program.

The comparison for the first grade groups did reveal a difference. Examination of the scores for the Distar and non-Distar first grade classes show the non-Distar classes to be significantly higher in pre-reading skills than the Distar classes. Again, as in the comparison on developing understanding of basic concepts, children in the regular program performed significantly better than children in the Distar classes at first grade. It should be remembered, however, that ability grouping is begun at first grade. Classes at the lower end of the continuum were assigned to the Distar program. Therefore, comparisons of posttests only are inadequate. Pretests on control groups must be obtained in subsequent evaluations.

2. Second Grade

Various analyses of the reading performance of second grade children were considered in an attempt to obtain a fair comparison of Distar and non-Distar classes. Since pre and posttest scores for both experimental and control groups were available for the second grade children, analysis of covariance was chosen. However, an assumption for analysis of covariance is homogeneity of the variance on pretest scores. When the test for homogeneity was performed, it was found that this condition was met for the word knowledge and word analysis sections only. Therefore, an analysis of covariance was performed for these two sections of the *Metropolitan Test* and appears in Table 19. The most appropriate statistic for comparing the pre and post gains on the four sections of the *Metropolitan Test* within the two groups was the t-ratio for correlated data. These gain data for P.S. 19 and P.S. 143 are reported in Table 18.

TABLE 18

COMPARISON OF PRE AND POSTTEST SCORES OF P.S. 19 AND P.S. 143 SECOND GRADES IN DISTAR AND NON-DISTAR CLASSES ON THE *METROPOLITAN ACHIEVEMENT TEST*, PRIMARY I, USING t-RATIOS FOR CORRELATED DATA

P.S. 19 Distar
(N = 42)

	Pretest		Posttest		Mean	t
	Mean	S.D.	Mean	S.D.	Gain	ratio*
Word Knowledge	15.52	4.89	24.50	7.88	8.98	8.41
Word Analysis	16.36	5.65	29.76	7.46	13.40	13.87
Comprehension	12.17	4.11	23.12	10.20	10.95	6.64
Total Reading	27.69	7.51	47.81	17.35	20.12	8.23

P.S. 143 Non-Distar
(N = 41)

	Pretest		Posttest		Mean	t
	Mean	S.D.	Mean	S.D.	Gain	ratio*
Word Knowledge	25.32	4.89	32.22	3.03	6.90	9.62
Word Analysis	28.10	6.69	35.66	3.60	7.56	10.40
Comprehension	23.54	9.15	35.98	5.40	12.44	10.86
Total Reading	48.90	13.11	68.20	7.44	19.30	12.36

* all t-ratios significant at .0005

The t-ratios indicate that all pre to post program gains for the two groups were significant. The only comparison between groups on all four sections of the test, then, is to look at gain scores. The gain scores suggest that Distar groups made greater gains than non-Distar groups on word knowledge and word analysis on the *Metropolitan Test.* However, when the analysis of covariance was computed for the word knowledge and word analysis sections of the test, the results indicated that the differences between the posttest means of the two groups were not significantly different when the initial scores were taken into account. The results of this analysis are reported in Table 19.

TABLE 19

COMPARISON OF SECOND GRADE P.S. 19 DISTAR AND P.S. 143 NON-DISTAR RESULTS OF ANALYSIS OF COVARIANCE FOR THE WORD KNOWLEDGE AND WORD ANALYSIS SECTIONS OF THE *METROPOLITAN ACHIEVEMENT TEST*

	P.S. 19 Distar (N = 42)		P.S. 143 Non-Distar (N = 41)		
	Pretest Mean	Adjusted Posttest	Pretest Mean	Adjusted Posttest	F Ratio
Word Knowledge	15.52	27.06	25.32	29.60	2.23*
Word Analysis	16.36	32.97	28.10	32.38	0.16*

* no statistically significant difference

Further examination of the gain scores reported in Table 18 show that the non-Distar groups made greater gains in comprehension. The gains for total reading, however, are not substantially different for the two groups, varying less than one point. The results presented here are tenuous since adequate comparisons could not be made on the comprehension and total reading scores due to the dissimilarity of the initial scores.

The mean raw scores presented in Table 18 were translated into mean grade equivalent scores in an attempt to present the results in a more comprehensible manner. The grade equivalents for the second grade scores on the *Metropolitan Achievement Test* are presented in Table 20.

TABLE 20

MEAN GRADE EQUIVALENTS OF SECOND GRADE CHILDREN IN DISTAR AND NON-DISTAR CLASSES ON THE *METROPOLITAN ACHIEVEMENT TEST*, PRIMARY I

	P.S. 19 Distar			P.S. 143 Non-Distar		
	Form F Pre	Form G Post	Gain	Form F Pre	Form G Post	Gain
Word Knowledge	1.4	1.8	.4	1.9	2.4	.5
Word Analysis	1.35	1.95	.6	1.8	2.45	.65
Comprehension	1.35	1.85	.5	1.85	2.4	.55
Total Reading	1.4	1.9	.5	1.9	2.3	.4

The mean grade equivalent scores presented in Table 19 show that Distar classes at P.S. 19 and non-Distar classes at P.S. 143 made similar gains in reading achievement. No conclusive statements can be made from these data; therefore, the question of the efficacy of the Distar program as compared with the non-Distar program cannot be answered at this time.

In summary, all Distar groups made pre to post program gains in reading related skills. Since adequate controls were not available the effects of maturation cannot be separated from the effects of the program. Kindergarten students in the Distar program at P.S. 19 made significantly greater gains than the Distar groups at P.S. 143 on the language section of the *New York City Pre-Reading Assessment* when initial scores were accounted for. First grade students at P.S. 19 made greater gains than those at P.S. 143 on both language and visual discrimination when the same conditions obtained. Conclusive statements about Distar versus non-Distar group gains at the second grade cannot be made due to the incomparability of the groups at the beginning of the year.

SUMMARY AND CONCLUSIONS

The first objective of the Strengthened Early Childhood Program was to develop participants' understanding of the basic concepts of quantity, space and time needed for success in the primary grades. The *Boehm Test of Basic Concepts* was used to measure the achievement of this objective. Comparison of pre to post program scores indicated that all groups made significant gains in their ability to understand the basic concepts of quantity, space and time.

By comparing student performance at P.S. 19 and P.S. 143 with a national norming sample, it is evident that they attain scores similar to the norms at the beginning of kindergarten. First graders are slightly below national norms at the beginning of the year and somewhat further below at the end of the year. Second graders continue the trend of falling behind the norming group even more.

A comparison of the posttest scores of Distar and non-Distar kindergarten and first grade classes showed no significant differences between the kindergarten groups and a difference in favor of the non-Distar class at first grade. Since the pretest scores needed for analysis of covariance were not available for the control groups at these grade levels, conclusive statements cannot be made on the basis of these findings.

When P.S. 19 kindergarten Distar classes were compared with P.S. 143 Distar classes, it was clear that groups at P.S. 19 made significantly more growth pre to post than the groups at P.S. 143. When the same comparison was made for the first grade groups, there were no significant differences between the groups.

An analysis of covariance for the pre and post program scores of second graders showed that there were no significant differences between the performance of Distar and non-Distar classes when initial differences were taken into account. It can be concluded, therefore, that the Strengthened Early Childhood Program did develop understanding of the basic concepts of quantity, space and time. The Distar and non-Distar groups were not significantly different from each other in the attainment of these concepts.

The second objective for the Strengthened Early Childhood Program was to develop and improve the skills necessary for beginning and primary level reading competence. The *New York City Pre-Reading Assessment* was used to measure attainment of this goal for the kindergarten and first grade and the *Metropolitan Achievement Test* was used as the measure for the second grade.

All Distar groups made significant pre to post program gains in reading related skills. Kindergarten students in Distar classes at P.S. 19 made significantly greater gains than the Distar classes at P.S. 19 on the language subtest of the *New York City Pre-Reading Assessment*. First grade students at P.S. 19 made greater gains than first graders at P.S. 143 on both the language and visual discrimination sub-tests. Both comparisons were made by an analysis of covariance using the *Boehm Test of Basic Concepts* score as the covariate.

There were no significant differences between Distar and non-Distar kindergarten groups in language or visual discrimination skills when posttest comparisons were made. There were differences, however, at the first grade with the non-Distar classes performing at a higher level. The practice of assigning lower ability students to Distar classes makes comparisons of posttests only inadequate.

All second grade groups in Distar and non-Distar programs made significant pre to post program gains. From this analysis, it appeared that the Distar groups made greater gains in word knowledge and word analysis. However, when an analysis of covariance was performed, there were no significant differences between the groups. Conclusive statements about the superiority of the Distar or non-Distar programs cannot be made at this time.

The third objective of the Strengthened Early Childhood Program was to expand the role of the paraprofessionals through training and experience, so that they would fulfill a role complementary to the teacher, and thus provide more effective instruction for students. Observers' reports indicate that paraprofessionals were serving in a fully instructional role in the Distar classrooms. Their performance indicated that they had been adequately prepared for their task. The explicit instructions provided in the Distar materials appeared to be comprehensible to the paraprofessional staff and appropriate for their use. Paraprofessionals adhered to the guidelines prescribed in the Distar programs.

The fourth objective of the Strengthened Early Childhood Program was to involve parents in the educational program and increase the positive nature of their attitudes toward education. This objective was measured through pre and post program ratings on the *Parental Involvement and Attitude Scale.* The primary contact person for parents appears to be the teacher. The educational assistants seem to have limited interaction with parents. The general trend of parent contacts was to show an increase from the beginning to the end of the year although the level of involvement appeared to be low. Responses from Spanish speaking parents at P.S. 143 and from English speaking parents at P.S. 19 showed a slight increase in positive attitudes at the end of the year. The English speaking parents at P.S. 143 and the Spanish speaking parents at P.S. 19 showed more negative attitudes at the end of the year.

Since the decision to continue Distar had to be made prior to the completion of this evaluation, several recommendations are appropriate.

RECOMMENDATIONS

1. Adequate control groups must be established prior to the assignment of Distar to instructional groups so that a fair comparison can be made in the 1972-73 evaluation.

2. Teacher's preference to use the Distar materials or not to use them should be considered in the assignment of the program to groups.

3. Assignment of children to Distar groups should be based on the consideration of other factors in addition to reading achievement level. Consideration should be given to children's level of social and emotional development, level of physical maturation, and ability to adjust to a highly structured program before placement in a Distar group.

4. The 1972-73 evaluation plan should include a means of assessing personal adjustment factors in addition to achievement variables for children.

5. The total effect of the Distar program was not revealed in the first year of operation. Since most groups completed only Distar I, which emphasizes decoding, it is unjust to evaluate the effect on comprehension.

6. The staff of District #24 needs to evaluate the objectives they seek in terms of values held regarding the nature of early childhood education and the nature of reading. Closer alignment of objectives and programmatic efforts to achieve them need to be studied.

7. The objective of increasing the level of parental involvement in the educational program should be implemented through a systematic plan of action. Methods of encouraging paraprofessional's interaction with parents should be developed, particularly between bilingual paraprofessionals and non-English speaking parent groups.

CORRECTIVE READING PROGRAM

PROGRAM OBJECTIVES

The Corrective Reading Program had the following as primary objectives:

1. To provide corrective reading diagnosis and remediation services for each participant so that he can expand his vocabulary and comprehension of reading material.

2. To provide individualized corrective reading instruction so that program participants will increase in specific reading skill areas based on initial diagnosis of reading difficulties.

3. To improve participants' attitude toward reading as a result of increased skill.

EVALUATION OBJECTIVES

The evaluation of the Corrective Reading Program assessed the degree to which the program objectives were met. The evaluation objectives corollary to the program objectives were as follows:

1. Given the participants' historical rate of growth, his actual performance on the *Metropolitan Achievement Test* will exceed his predicted reading achievement performance.

2. Given pre and post program scores on the *Stanford Diagnostic Reading Test* of specific reading skills, participants will achieve significant gains.

3. Given a pre and post program index of attitude toward reading, participants will significantly improve their attitude toward reading.

METHODS OF DATA COLLECTION

In order to fulfill the requirements of the evaluation plan, the following procedures were implemented. Questionnaires eliciting the background preparation of the

Corrective Reading Teachers, their assessment of the inservice training provided in the program, and their assessment of the functioning of the program were administered (Appendix G). The opinions of principals, classroom teachers, and the program coordinator were also elicited through questionnaires (Appendix H, I and J). Observation of the instructional program was guided by a checklist (Appendix K) and performed by the evaluation team.

The participants' historical rate of growth was determined from his pre program performance on the *Metropolitan Achievement Test*; post program performance was measured by the same instrument. Pupil growth in specific reading skills was assessed before and after the program through the *Stanford Diagnostic Reading Test.* Pupils' attitude toward reading was measured through the *Index of Reading Attitudes* (Appendix L) which was administered at the beginning and end of the program.

DESCRIPTION OF PROGRAM IN OPERATION

Program Implementation. During the summer of 1971, the Corrective Reading Program was designed, a Reading Specialist Coordinator was hired, an inservice training program was planned, and materials to implement the program were studied. In the fall of 1971, the program was initiated in the following schools. (See Table 1.)

TABLE 1

LOCATION, SOURCE OF FUNDING, NUMBER OF CORRECTIVE READING TEACHERS AND NUMBER OF PUPILS SERVED

Location	Level	Source of Funding	Number of Teachers	Number of Students
P.S. 68	Elem.	Title 1	1	78
P.S. 71	Elem.	OE	1	78
P.S. 81a	Elem.	Title 1	1	78
P.S. 81b	Elem.	OE	1	78
P.S. 87	Elem.	OE	.5	39
P.S. 88	Elem.	OE	1	78
P.S. 91	Elem.	OE	1	78
P.S. 153	Elem.	OE	1	78
JHS 73	JHS	OE	1	78
JHS 93	JHS	OE	1	78
JHS 125	JHS	OE	.5	39
			10	780

Organization of Program. The Corrective Reading Program was designed to increase pupil competence in reading by accurately assessing their areas of strengths and weaknesses and by providing instruction to remediate the weaknesses. The two Title 1 schools, P.S. 68 and P.S. 81a, differed from the Open Enrollment Schools in that two diagnostic and treatment of reading disability centers were established. In addition to the Corrective Reading Teacher, these centers were staffed with three full-time paraprofessionals. The Open Enrollment Schools were provided supportive services through the assistance of guidance counselors in each of the schools.

Corrective Reading Teachers organized six instructional groups according to the level of reading disability exhibited by participants. The more severely retarded readers, two or more years below grade level, met three times a week for 1½ hours of instruction each session. The participants with less severe reading problems, less than two years below grade level, met twice a week for 1½ hours of instruction each session.

1. Selection

Pupils were selected for the Corrective Reading Program on the basis of their performance on the *Metropolitan Achievement Test* administered in April, 1971. Principals were instructed to select 26 students from the target population who were 2 or more years retarded in reading and 52 students who were one year retarded in reading. Criteria for selection included those established by the funding agency, that is, Title I students were those who met the poverty and educational disadvantage criterior; Open Enrollment students were those who were brought from qualifying sending schools. Therefore, students qualifying for Title I and Open Enrollment programs who were below grade level in reading achievement were selected for the Corrective Reading Program. The selection process was begun in September; however, due to difficulty in tracing school records, testing children for whom no test scores were available, assuring qualification in the program, and overcoming scheduling problems, it was not completed until November. The instructional groups established early in the school year were subject to changes in membership until accurate assignment could be assured. The groups as they were finally established averaged 13 students for each session. Two groups were composed of severely retarded readers and four groups were composed of less severely retarded readers. Each Corrective Reading Teacher served 78 pupils.

2. Staff

The teachers employed in the District #24 Corrective Reading Program represented a wide variation in the background preparation for the task. Some reported no evidence of specialized courses in corrective reading, whereas others are working toward a doctorate as a corrective reading specialist. Ten Corrective Reading Teachers reported obtaining a Bachelor's degree, most of these between 1960 and 1969, but none of whom had reading as a major field of study. Seven of the Corrective Reading Teachers have received a Master's degree, only one of which was done with reading as the major field of study. The following Table 2 shows the number of Corrective Reading Teachers who have taken each of the courses listed.

TABLE 2

COURSES IN READING TAKEN BY CORRECTIVE READING TEACHERS

Title of Course	Number of CRT's
Foundations of Reading Instruction	8
Diagnostic Techniques in Reading	5
Corrective Reading Instruction	4
Reading in the Content Areas	2
Teaching Individualized Reading	2

It is evident that some Corrective Reading Teachers had not obtained the basic college level preparation for their role. Others were well prepared, in fact, some reported taking courses in children's literature, clinical practices in reading, problems in secondary school reading, or teaching reading to speakers of other languages beyond those listed in Table 2. Four teachers reported having one to five years of teaching experience, four had six to ten years, and one had more than ten years.

A variety of experience specific to teaching corrective reading was reported by the Corrective Reading Teachers. Six had taught corrective reading in the public schools, one had worked in an after school tutorial program, one had served as a parent volunteer reading tutor, and four had done private tutorial work in reading. Other activities, such as working in a reading clinic or reading laboratory, serving as a university tutor in reading, doing field work in a ghetto area, and serving as a graduate teaching assistant, were reported by individual teachers. Three Corrective Reading Teachers had taken inservice courses in reading and two were enrolled currently in inservice reading courses. The fact remains that some teachers were not prepared academically for the role they were performing. It appears that seniority rather than qualifications sometimes determines who the Corrective Reading Teacher shall be.

Evaluation of Inservice Training. In order to raise the level of teacher preparation for corrective reading and increase the possibility of success for the Corrective Reading Program, a series of inservice training experiences was provided by the District #24 central office staff. In September, a five day workshop was conducted by the director of a reading clinic; in December, a two day workshop was conducted by a university professor who is director of a graduate level remedial reading program; and a year long weekly workshop was conducted by the reading specialist coordinator.

The five day workshop was planned to develop skill in the diagnosis and remediation of specific reading disabilities. Open ended evaluation guides were given to participants at the end of the last session. Comments ranged from general praise to negative comments about the usefulness of the information obtained during the workshop. The specific directions for selecting students, administering an informal reading inventory, techniques for diagnosing weaknesses, and suggested procedures for remediation were most often recognized as valuable. Some Corrective Reading Teachers believed that principals should be involved in the workshop since administrative decisions in a school could easily make the Corrective Reading Program less effective.

The two day workshop was designed to assist Corrective Reading Teachers in interpreting and using the results of the *Stanford Diagnostic Reading Test.* Techniques aimed at correcting specific reading disabilities were demonstrated and the use of materials was directly related to correction needs. Open ended evaluation questions were asked of participants at the close of the workshop. Whereas some Corrective Reading

Teachers believed they could interpret the *Stanford Diagnostic Reading Test* by reading the manual, others reported that it was valuable. The most positive comments were directed to the suggestions for translating knowledge of specific disabilities into a plan of remediation for each child. The way in which specific materials were linked to overcoming detected disabilities was most highly praised by participants. In general, most participants found this workshop applicable to their immediate needs. The ratings appear in Table 3. 1 = unsatisfactory, 2 = barely satisfactory, 3 = average satisfaction, 4 = above average satisfaction, 5 = very satisfactory.

TABLE 3

CORRECTIVE READING TEACHERS' EVALUATION OF INSERVICE TRAINING WORKSHOPS

Workshop	Level of Satisfaction 1 Un-	2 Barely	3 Average	4 Above Average	5 Very	$\overline{x}$
5 day orientation/training workshop	0	1	2	3	1	3.2
2 day interpretation and use of diagnostic test results	0	1	2	2	4	4.0

It is apparent in Table 3 that Corrective Reading Teachers found the orientation workshop and the mid-year workshop to be above average in helpfulness. The interpretation of the results of the *Stanford Diagnostic Reading Test* and suggested techniques for using the results appeared to be more valuable than the orientation. The principals were asked to rate the inservice training provided for Corrective Reading Teachers during the year. Their ratings, using the same scale as above, are presented below along with the Coordinator's evaluation for the two day workshop.

TABLE 4

PRINCIPALS' AND COORDINATOR'S RATING OF INSERVICE TRAINING

	Level of Satisfaction					
	1 Un-	2 Barely	3 Average	4 Above Average	5 Very	$\bar{x}$
Overall inservice training as rated by principals	0	0	2	6	2	4.0
2 day interpretation/use workshop as rated by coordinator	0	0	0	0	1	5.0

The ratings in Table 4 corroborate the Corrective Reading Teachers' evaluation that the inservice training provided was above average.

The year-long weekly workshop conducted by the coordinator of the Corrective Reading Program was designed to review all areas of corrective reading instruction. The curriculum included aspects of organization, knowledge of reading skills, diagnostic techniques, selection procedures, methods of remediation, techniques for evaluating pupil progress, selection and evaluation of materials, record keeping, use of paraprofessionals and volunteers and techniques for parent involvement. In effect, it was a comprehensive program of instruction for corrective reading teachers applied specifically to the program in District #24. Corrective Reading Teachers were asked to evaluate the relevancy of the information presented in the year-long weekly workshop. The tabulation of their ratings appear in Table 5, with 1 = low to 5 = high relevancy.

TABLE 5

CORRECTIVE READING TEACHERS' EVALUATION OF YEAR-LONG WEEKLY WORKSHOP

Topic	No Response	Level of Relevancy 1	2	3	4	5	$\overline{x}$
Organization, administration and supervision of the program	0	0	3	2	3	2	3.4
Objectives and rationale for the program	0	1	0	3	3	3	3.7
Criteria and procedures for selection of student participants	0	1	4	3	0	2	2.8
Specific procedures for diagnosis	0	0	3	0	4	3	3.7
Knowledge of reading skills	0	2	3	0	1	4	3.1
Methods of corrective instruction	0	3	1	2	2	2	2.9
Use of instructional materials	0	2	0	2	5	1	3.3
Teacher selection and evaluation of program material	0	2	1	3	4	0	2.9
Organizing the class for instructions	0	2	0	5	3	0	2.9
Techniques for evaluating pupil progress	1	2	1	1	4	1	3.1
Record-keeping policies and procedures	0	1	3	1	4	1	2.7
Techniques for using paraprofessionals in the program	4	1	3	1	0	1	2.5
Techniques for using volunteers in the program	4	1	3	1	0	1	2.5
Techniques for parent involvement	6	0	3	1	0	0	2.5

It is evident in Table 5, that the Corrective Reading Teachers found some of the topics covered in the year-long weekly workshops to be more relevant to their teaching than others. The least relevant information provided appeared to be techniques for involving paraprofessionals, volunteers, and parents. The areas that were rated to be of more than average relevancy were topics directly related to their work. These include organization and administration of the program, objectives and rationale, procedures for diagnosis, knowledge of reading skills, use of instructional materials and techniques for evaluating pupil progress. Selection criteria and procedures were given slightly less than average ratings which coincides with other evaluations cited in this report. Record keeping is another topic found to be among the less than average relevancy items. The issue of record keeping with the procedures required in the program and the burden it imposed recurred throughout the evaluation data.

In summary, the orientation workshop, the interpretation and use of test results workshop, and the year-long weekly workshop appear to have had value as perceived by the Corrective Reading Teachers, the principals, and the program coordinator. The focus of each workshop seemed to be directly related to the Corrective Reading Program designed for District #24. It can be assumed that the training provided through these means is related to the successful functioning of the total program.

Program Evaluation. The Corrective Reading Program was planned as a comprehensive, tightly structured, cohesive design. It contained elements of other successful corrective reading programs and met reasonably few serious difficulties during the first year of implementation. The evaluation of program effectiveness is organized into sections covering the major aspects of the program.

The program in operation was evaluated from the perspective of the Corrective Reading Teachers, the classroom teachers, principals, the program coordinator, and the evaluation team. Ratings were made by each group on the following scale: 1 = unsatisfactory, 2 = barely satisfactory, 3 = average, 4 = above average, 5 = very satisfactory. The mean of the ratings by each group is presented in the tables in each section.

The data in the following sections are based on questionnaires returned by 10 of the 11 Corrective Reading Teachers in the program, 10 principals, the reading coordinator, and 59 classroom teachers representing approximately 600 children in the program. In addition, the evaluator ratings are based on on-site observations of 9 of the 11 Corrective Reading Teachers. All items were not deemed appropriate for evaluation by all groups since no basis for evaluating particular aspects existed in certain cases. The absence of ratings for these items is signalled by a line in the tables below.

1. Program Organization

The program organization was planned during the summer preceding its implementation. Reading consultants worked with District #24 staff in creating a design which held some promise of meeting the needs of students in the district. The ratings of effectiveness of the program organization as perceived by the Corrective Reading Teachers, the principals, the classroom teachers, and the coordinator are presented in Table 6.

TABLE 6

MEAN RATINGS OF PROGRAM ORGANIZATION

Item	Corrective Reading Teacher (N = 10)	Principals (N = 10)	Classroom Teachers (N = 59)	Program Coordinator (N = 1)
Organization of the program (scheduling, number of classes, etc.)	2.50	3.20	3.14	4.00
Amount of time alloted for pupil instruction	3.60	4.00	3.48	5.00
Number of pupils in each group	2.20	3.40	–	–

In Table 6 it is [illegible] that the Corrective Reading Teachers rated the organizational aspects of the program lower than the principals, the classroom teachers, or the coordinator did. This undoubtedly reflects their feelings, expressed repeatedly throughout the year, that the teaching load was excessive. Program parameters demanded thoroughness in record keeping, individualized testing and instruction, and fourteen 1½ hour teaching sessions per week. These demands contributed to their belief that they were overburdened. Their assessment of the number of pupils, 78 in each group, reflects the same negative reaction. It is interesting to note that others surrounding the program found these aspects to be acceptable, although some principals agreed that there were too many students in each group. Other principals argued that the program was not available to enough students.

The structure of the program was approved more frequently by elementary classroom teachers and principals than it was by junior high school staffs. Some direct comments were made that the program was designed for elementary school schedules and not for junior high schools. In general, positive comments were more representative of elementary school staff than junior high staff. Adjustments in the original program structure were made during the year to facilitate successful operation in accord with the junior high scheduling.

2. Physical Facilities and Materials

In rating the physical facilities provided for the Corrective Reading Program by the school, the Corrective Reading Teachers again gave the lowest rating among the rating groups. Table 7 shows the principals, the evaluation team, and the program coordinator concurring that the facilities provided were average.

TABLE 7

MEAN RATINGS OF PROGRAM FACILITIES AND MATERIALS

Item	Corrective Reading Teacher (N = 10)	Principals (N = 10)	Reading Coordinator (N = 1)	Evaluation Team (N = 9)
Physical facilities provided by the school	2.7	3.0	3.0	3.0
Materials provided for the instructional program	3.1	3.6	5.0	3.0

By comparing the results of the present evaluation to those of 1970-71, it is evident there was some improvement in the provision of facilities. Improvement in the provision of space and facilities is one reflection of the higher level of regard for the Corrective Reading Program evident in the district. Inadequate facilities still are in use, but some progress is being made.

Materials for the instructional program were rated average or above average by all groups, as shown in Table 7. These assessments are in some measure due to the program coordinator's active search for high quality instructional materials. Corrective Reading Teachers were also involved in the selection of materials and most suggestions were pursued through group evaluation. It may be noted that the program coordinator's rating of materials is high; however, when asked to rate the availability of materials at the beginning of the program, his rating was very low. The problem of availability of adequate materials at the beginning of a new program is a pervasive one and existed for this program. The coordinator worked as rapidly as budget restrictions would allow and improved the conditions markedly.

During the classroom observations by the evaluation team, areas of limited materials were noted. Particularly noticeable by their absence was a variety of trade books, magazines, newspapers, and content-area material. The predominant medium for instruction was worksheets, programmed materials, and workbooks. Observations made early in the year showed many teachers to be using very dated materials they had borrowed from other classrooms. If the Corrective Reading Teacher had previously taught in the building, the possibility of obtaining materials was improved. Newcomers were at a distinct disadvantage. High quality materials were provided for the program eventually, but the delivery date lowered their effect.

3. **Pupil Selection**

Pupils were selected for the Corrective Reading Program by principals and classroom teachers. Records for students who met the criteria of the funding agency were examined for evidence of the need for remedial instruction. Scores on the *Metropolitan Achievement Test* were the primary criterion for selection. Table 8 shows the ratings by the Corrective Reading Teachers, principals, classroom teachers, and the coordinator of selection factors and program objectives.

TABLE 8

MEAN RATINGS OF PUPIL SELECTION PROCEDURES

Item	Corrective Reading Teachers (N = 10)	Principals (N = 10)	Classroom Teachers (N = 59)	Program Coordinator (N = 1)
Criteria and procedures used in selection procedures	3.3	3.1	2.8	5.0
Clarity and appropriateness of program objectives	4.1	4.5	–	5.0

Table 8 indicates that the staff surrounding the program rated selection and program objective factors above average. Classroom teachers alone did not believe that selection was adequate. Their perception is undoubtedly founded in the fact that students who did not actually need remedial instruction were receiving it while others needing it were not selected for the program. Evidence that some children were misassigned can be found in the pupil performance data collected by the evaluators.

4. Diagnosis and Evaluation Procedures

Diagnostic and evaluative procedures are critical elements of a corrective reading program. Ratings of the procedures used in the District #24 program reveal strengths and weaknesses as perceived by the Corrective Reading Teachers, the evaluators, and the program coordinator. Their ratings are presented in Table 9.

TABLE 9

MEAN RATINGS OF PROGRAM PROCEDURES FOR DIAGNOSIS AND EVALUATION OF PUPIL GROWTH

	Corrective Reading Teachers (N = 10)	Evaluation Team (N = 9)	Program Coordinator (N = 1)
Use of Informal Reading Inventory	3.8	3.0	5.0
Use of *Metropolitan Reading Test*	3.0	2.0	2.0
Use of *Stanford Diagnostic Reading Test*	3.8	4.0	4.0
Materials provided for diagnosis and evaluation	3.3	4.4	5.0
Record keeping system established for program	2.4	3.0	4.0

The most obvious weakness of the diagnostic and evaluative procedures observed by Corrective Reading Teachers, evaluators, and the coordinator was the use of the *Metropolitan Achievement Test.* This test is adequate as a gross measure of pupil reading achievement but is not intended for use as a diagnostic tool. The *Stanford Diagnostic Reading Test* adopted by the district serves as a more precise diagnostic instrument and was judged so by all rating groups. Use of the *Metropolitan Achievement Test* as a criterion for entrance to the Corrective Reading Program this year may have accounted for some of the imprecision in selection noted earlier.

The value of using an Informal Reading Inventory was rated high by the Corrective Reading Teachers and the coordinator but not by the evaluators. Reservations regarding its use are related to the number of children who must be tested and the time consuming nature of the tasks. The value of the additional information provided by this procedure must be weighed against the time and effort required to obtain it.

In general, the materials provided for diagnosis were considered to be above average by most raters. Interpretation of the lower rating by some Corrective Reading Teachers must be made in light of information presented earlier. The minimal background training in corrective reading of some personnel may have contributed to their limited use of materials that could be used for diagnosis. The reverse may also be true in that the more highly trained personnel desired more precise materials with which to diagnose deficiencies. The coordinator observed that the Corrective Reading Teachers had developed a more thorough understanding of the materials they were using, and in most cases, could match the skill, the need, the materials, and the child's appropriate instructional level.

The low ratings given for the record keeping procedures is directly related to the case load and the time and effort required to maintain the system. The program coordinator and the Corrective Reading Teachers have planned to streamline the record keeping procedures for 1972-73.

5. Corrective Reading Program in Action

The Corrective Reading Program was rated by evaluators, principals, classroom teachers, and the coordinator according to their perceptions of how successfully it operated. Their ratings appear in Table 10.

TABLE 10

MEAN RATINGS FOR ASPECTS OF PROGRAM PROCESS

	Evaluation Team (N = 9)	Principals (N = 10)	Coordinator (N = 1)	Classroom Teachers (N = 59)	Corrective Reading Teacher (N = 10)
Evidence of planning for instruction	3.11	–	3.5	–	–
Reading teachers' relationship with students	4.11	–	–	–	–
Quality of services provided by the Corrective Reading Teachers	3.88	4.0	4.0	–	–
Observable improvement in pupil performance	–	–	–	3.00	–
Pupil attitude toward Corrective Reading Program	4.20	4.0	4.0	3.17	3.6

Data shown in Table 10 indicate that the evaluators and the coordinator agree that the evidence of planning for instruction was slightly more than average. It should be noted that the mean rating blurs the wide range of performance observed. The actual performance ranged from very high to very low within the group, but the summary obfuscates that range.

Evaluators, principals, and the coordinator concur in their ratings of the quality of service provided by the Corrective Reading Teacher. All agree that their performance was above average.

Some Corrective Reading Teachers used the hour and a half creatively. They varied the activities and balanced the program with group and individual work. This was not the case for several teachers, however. A basic pattern seemed to be children working individually for most of the session except for the period in which the Corrective Reading Teacher conferred with them. Some teachers worked in the extreme opposite manner in that they kept the students in a total group for entirely teacher-directed activities. It was obvious, however, that as the program progressed, many teachers moved toward a clearer conceptualization of individualized instruction. There were also indications that Corrective Reading Teachers grew in their understanding of the reading process during the year. The extremely heavy emphasis on skill practice was tempered by some recognition of the value of having children use those skills in reading materials that were interesting to them. The primary objective of the Corrective Reading Program as observed in the instructional program appeared to be mastery of basic reading skills alone. Little instruction was observed in which higher level reading skills were being taught. When comparing the level of functioning of the 1971-72 staff with that in 1970-71, the present one is clearly superior. Given the recognition now enjoyed by the reading program in the district, the continued inservice training for teachers and the leadership of the program coordinator, there is promise of greater improvement.

Students' attitude toward the Corrective Reading Program was above average as perceived by all rating groups. The classroom teachers, however, rated the pupils' attitudes and their observable improvement in performance low. The mean rating presented here obscures the great variation among the ratings. The ratings by the classroom teachers could be based on judgments of the effectiveness and communicativeness of the Corrective Reading Teacher located in their building. The ratings of the evaluation team are based on pupil behavior during classroom observations. These ratings are highest among the group.

6. Integration of Corrective Reading Teachers with Other School Personnel

Evidence that the Corrective Reading Program was reasonably well integrated into the regular school program can be had by scanning the ratings presented in Table 11.

TABLE 11

MEAN RATINGS OF RELATIONSHIP OF CORRECTIVE READING TEACHERS TO OTHER SCHOOL PERSONNEL

Item	Corrective Reading Teachers (N = 10)	Principals (N = 10)	Classroom Teachers (N = 59)	Coordinator (N = 1)
Cooperation between school personnel and reading teacher	3.8	4.30	–	3.0
Communication between reading teacher and classroom teacher	3.5	4.0	3.33	–
Adoption of corrective reading techniques by classroom teachers	–	–	2.55	–

Table 11 also presents data, however, that suggest some areas of disagreement. The lowest rating was given by the classroom teachers on adopting corrective reading techniques for their classroom. The low rating was buttressed by comments that classroom teachers should have duplicates of materials used by Corrective Reading Teachers. Lack of integration was also observable in comments made by the classroom teachers; i.e., they are uninformed as to the work being done in corrective reading classes.

The ratings by Corrective Reading Teachers about the level of cooperation and communication was higher than the classroom teachers' assessment. The principals rated these aspects higher than either of the other two groups.

Observations by the coordinator bring some insight to the situation. He agreed with perceptions of others described earlier in this report that case loads were much too large. The detailed administrative work required to maintain individual records and the tight schedule of Corrective Reading Teachers prevented articulation between the Corrective Reading Teachers and the classroom teacher. The Corrective Reading Teachers were reluctant to give up precious preparation time to talk with colleagues. The weekly inservice meetings were also resisted due to pressure for time and were shortened late in the year.

7. Parental Involvement

Corrective Reading Teachers were the only group to rate the level of parental involvement below average. Their ratings, plus those of principals, classroom teachers, and the coordinator are presented in Table 12.

TABLE 12

MEAN RATINGS OF PARENT INVOLVEMENT IN THE CORRECTIVE READING PROGRAM

	Corrective Reading Teacher (N = 10)	Principals (N = 10)	Classroom Teachers (N = 59)	Coordinator (N = 1)
Level of parent involvement	2.6	3.6	–	4.0
Parents' attitude toward the program	–	4.3	3.46	–

The mean ratings shown in Table 12 indicate that the principal and the coordinator perceived parental involvement to be higher than the Corrective Reading Teachers rating it. Since the Corrective Reading Teachers were most closely involved with parents, their perceptions are probably most accurate. They complained because they had little time for parent conferences, which corresponds with earlier statements of the excessive case load of students. Further verification of the Corrective Reading Teachers' assessment in this area can be found in ratings ascribed to the relevancy of the inservice training given in this area. Corrective Reading Teachers believed the inservice training in techniques for parental involvement to be inadequate. Criticism was also voiced by some Corrective Reading Teachers about the inappropriateness of the progress reports sent to parents. Despite the level of satisfaction voiced by the Corrective Reading Teachers themselves, the principals, the classroom teachers, and the coordinator perceived parent attitudes toward the program to be above average.

8. Supportive Services

The primary distinction between the Title I and Open Enrollment programs was in the nature of the supportive services. The Title I diagnostic and treatment centers were staffed with full time paraprofessional support while the Open Enrollment program was provided guidance services. The Corrective Reading Teachers indicated they were very satisfied with the services of their paraprofessionals although they commented that the paraprofessionals were not satisfied with the training they received. The guidance services were rated as slightly above average by Corrective Reading Teachers in Open Enrollment schools. Undoubtedly, the low level of communication reported between Corrective Reading Teachers and other school personnel obtained here. Requests for closer coordination of the staff within the Open Enrollment program were made by each service group. Obviously, each recognizes the need to coordinate their efforts, but neither group finds the time available to do so. The Corrective Reading Teachers requested that the guidance counselors give more time to the students they referred to them. A full evaluation of the guidance services offered to Open Enrollment pupils is presented in another section of this report.

9. Summary of Program Effectiveness

The overall rating of program effectiveness can be assessed in some measure by evaluative comments made by principals and classroom teachers. The pupil data presented in the next section will provide further information. At this point, however, the principals' and teachers' comments are appropriate. When asked how this year's Corrective Reading Program compared to last year's 70 percent of the principals judged it to be superior. Of the 61 percent of the classroom teachers responding to that question, 53 percent judged it to be superior, 42 percent believed it was the same, and 5 percent said it was inferior. When asked if they wanted to participate in next year's program, 100 percent of the principals said yes, 79 percent of the classroom teachers chose to participate, one person chose not to participate, and 19 percent were not sure they wanted to participate. The general indications of these data, plus those reported earlier in this section, are that the Corrective Reading Program in District #24 has made improvement. Although there are variations in the level of effectiveness, the program has established a sound base from which to build. Perhaps the greatest evidence, apart from pupil data, is the adoption of aspects of the model of the program for the remedial and developmental reading program throughout the district. The Corrective Reading Program has had an impact on the total view of reading instruction in District #24.

EFFECTS OF PROGRAM ON CHILDREN

Growth in Reading Achievement. The first objective of the Corrective Reading Program in District #24 was to improve participants' level of reading achievement beyond that expected in the regular program.

The ultimate measure of the effectiveness of a program intended to improve pupils' performance in reading achievement is to see, in fact, the amount of change which can justifiably be ascribed to the program. Frequently, pre to posttest comparisons are made and any positive change is credited to the effects of the special program. Or, control groups are selected, albeit that truly comparable groups of remedial readers are seldom found who are then assigned to a regular program. Therefore, the method of assessing pupil growth and analyzing the effects of the special instructional program described in this report, was the historical rate of growth method. In this procedure, a pupil becomes his own control, in that his performance record to date becomes the predictable rate of growth which can be expected from him. The procedure for determining his rate of growth up to the onset of the special instructional program is to divide his preprogram achievement level by the number of months he has been in school. That is, a student whose pre-program performance in September of the fifth grade was 3.9, would have had 40 months of instruction and, therefore, would be achieving 7 months growth in reading per year. By using his historical rate of growth, his achievement level at the end of fifth grade can be predicted; i.e., he should be reading at 4.6 according to previous performance. If, in fact, his anticipated level of performance is exceeded by his actual performance, then it can more assuredly be claimed that the amount of gain beyond that anticipated on the basis of his previous rate of growth can be ascribed to the effects of the special instructional program. This procedure was used to determine whether the Corrective Reading Program in District #24 had a significant effect on the participants.

The following Table 13 indicates the number of program participants in each Title I and Open Enrollment school for whom complete pre and post program data were available on the *Metropolitan Achievement Test.*

TABLE 13

NUMBER OF STUDENTS IN THE TITLE I AND OPEN ENROLLMENT CORRECTIVE READING PROGRAM

School	N	Source of Funding
P.S. 68	64	Title I
P.S. 71	50	Open Enrollment
P.S. 81a	29	Title I
P.S. 81b	45	Open Enrollment
P.S. 87	23	Open Enrollment
P.S. 88	48	Open Enrollment
P.S. 91	41	Open Enrollment
P.S. 153	35	Open Enrollment
JHS 73	41	Open Enrollment
JHS 93	15	Open Enrollment
JHS 125	20	Open Enrollment
	411	

1. Grade Level Comparisons

Pre to post program scores on the *Metropolitan Achievement Test* were compared to ascertain the actual gains made by program participants. The number and percent of pupils at each grade level showing a loss, no gain, one to five months' gain, and six months' or more gain are presented in Table 14.

It can be seen in Table 14 that 86 percent of all participants made actual pre to post program gains in reading achievement. Sixty-one percent of all participants made actual gains of six months or more. There was a smaller percent of third graders and seventh graders who achieved six months or more than did children at other grade levels. This trend is evident throughout the evaluation data and its causes are surmised later in this report.

Using the historical rate of growth procedure, the anticipated posttest scores for participants were obtained. The anticipated posttest score represents what can be expected from the student at the end of the year if he had continued to make progress at his previous rate without special program intervention. The number and percent of participants at each grade level obtaining actual posttest scores lower than those anticipated, the same as those anticipated, one to five months above anticipated, and six months above anticipated are shown in Table 15.

In Table 15, it can be seen that 55 percent or more at each grade level made one or more months gain in total reading above that anticipated, with the exception of the third and seventh grades. Only 30 percent of the seventh graders and 43 percent of the third graders made gains above those anticipated. The lower performance in total reading exhibited by the third and seventh graders can be accounted for by their scores on the word knowledge subtest in which only 30 percent of the seventh graders and 43 percent of the third graders made one or more months' gain above anticipated. This phenomenon occurs at the fifth and ninth grades also, in that 50 percent or less made gains above those anticipated on the word knowledge subtest. These factors affect the total group performance in that only 47 percent of all pupils made gains above anticipated in word knowledge. Sixty percent of the

TABLE 14

NUMBER AND PERCENT OF PUPILS SHOWING ACTUAL PRE TO POST PROGRAM GAIN ON THE *METROPOLITAN ACHIEVEMENT TEST*

		WORD KNOWLEDGE				COMPREHENSION				TOTAL READING			
Grade	N	Loss	No Gain	1-5 Months	6+ Months	Loss	No Gain	1-5 Months	6+ Months	Loss	No Gain	1-5 Months	6+ Months
3	133	13	8	47	65	12	5	38	78	9	4	45	75
(Percent)		(10)	(6)	(35)	(49)	(9)	(4)	(28)	(59)	(6)	(3)	(35)	(56)
4	87	7	1	30	49	6	1	18	62	4	0	30	53
(Percent)		(8)	(1)	(35)	(56)	(7)	(1)	(21)	(71)	(4)	(0)	(35)	(61)
5	87	14	4	26	43	8	6	14	59	8	7	14	58
(Percent)		(16)	(5)	(30)	(49)	(9)	(7)	(16)	(68)	(9)	(8)	(16)	(67)
6	105	9	4	30	62	18	2	12	73	7	2	22	70
(Percent)		(9)	(4)	(28)	(59)	(17)	(2)	(11)	(70)	(7)	(2)	(21)	(70)
7	40	12	3	9	16	15	0	6	19	11	4	8	17
(Percent)		(30)	(7)	(23)	(40)	(38)	(0)	(15)	(47)	(27)	(10)	(20)	(43)
8	53	12	3	8	30	10	1	8	34	9	3	7	34
(Percent)		(23)	(6)	(15)	(56)	(19)	(2)	(15)	(64)	(17)	(6)	(13)	(64)
9	19	3	0	6	10	2	1	2	14	4	0	4	11
(Percent)		(16)	(0)	(31)	(53)	(11)	(5)	(11)	(73)	(21)	(0)	(21)	(58)
Total	524	70	23	156	275	71	16	98	339	52	20	130	322
(Percent)		(13)	(4)	(53)	(13)	(13)	(3)	(19)	(65)	(10)	(4)	(25)	(61)

TABLE 15

NUMBER AND PERCENT OF PUPILS SHOWING GAINS ABOVE ANTICIPATED POSTTEST SCORES ON THE *METROPOLITAN ACHIEVEMENT TEST*

		WORD KNOWLEDGE				COMPREHENSION				TOTAL READING			
Grade	N	Lower Than Anticipated	No Difference	1-5 mo. Above	6 mo.+ Above	Lower Than Anticipated	No Difference	1-5 mo. Above	6 mo.+ Above	Lower Than Anticipated	No Difference	1-5 mo. Above	6 mo.+ Above
3	133	66	10	37	20	59	8	36	30	66	9	44	14
(Percent)		(50)	(7)	(28)	(15)	(44)	(6)	(27)	(23)	(50)	(7)	(33)	(10)
4	87	33	6	19	29	20	7	35	25	31	6	26	24
(Percent)		(38)	(7)	(22)	(33)	(23)	(8)	(40)	(29)	(36)	(7)	(30)	(27)
5	87	47	3	14	23	30	3	18	36	33	6	26	22
(Percent)		(54)	(4)	(16)	(26)	(34)	(4)	(21)	(41)	(38)	(7)	(30)	(25)
6	105	48	4	23	30	37	1	20	47	38	6	28	33
(Percent)		(46)	(4)	(22)	(28)	(35)	(1)	(19)	(45)	(36)	(6)	(27)	(31)
7	40	24	4	6	6	21	0	7	12	23	5	8	4
(Percent)		(60)	(10)	(15)	(15)	(52)	(0)	(18)	(30)	(58)	(12)	(20)	(10)
8	53	20	3	12	18	17	3	6	27	20	2	12	19
(Percent)		(38)	(6)	(23)	(33)	(32)	(6)	(11)	(51)	(38)	(4)	(23)	(35)
9	19	10	0	4	5	5	1	1	12	7	1	3	8
(Percent)		(53)	(0)	(21)	(26)	(27)	(5)	(5)	(63)	(37)	(5)	(16)	(42)
Total	524	248	30	115	131	189	23	123	189	218	35	147	124
(Percent)		(47)	(6)	(22)	(25)	(36)	(4)	(24)	(36)	(42)	(6)	(28)	(24)

total group made gains above those anticipated on the comprehension subtest of the *Metropolitan Achievement Test*. Due to the less remarkable performance on the word knowledge subtest of specific grade levels, only 52 percent of the total group made gains of one or more months above those anticipated in total reading.

Tables 16, 17, and 18 present the tests of significance for the actual and above anticipated gains on the vocabulary and comprehension subtests and the total reading scores of the *Metropolitan Achievement Test*. The grade levels and the performance areas which accounted for lack of consistent overall gains are clearly revealed in these analyses. The third and seventh graders' less than anticipated gain is shown throughout the vocabulary and comprehension subtests as well as in the total reading score. As shown in Table 16, the third graders were less than one month below their anticipated gains while the seventh graders were two, three, and nearly four months below anticipated gains. None of the less than expected gains are statistically significant, except for the seventh grade vocabulary scores. This mean difference score, which is nearly four months less than anticipated, is significant at the .01 level.

In Table 17, all gains above anticipated are significant at the .01 level or better, except for the third and seventh grades again. Neither of the less than anticipated gains are statistically significant for the comprehension scores, however.

Table 18 shows the same pattern for third and seventh graders' total reading score as it was for performance on the subtests, with the addition of non-significant gains above anticipated for the ninth grade. By checking performance on the subtests, it is apparent that the vocabulary scores in Table 16 affect the total reading scores for the ninth grade. In summary, grades 4, 5, 6, and 8 made statistically significant gains above expected on the comprehension subtest and total reading score. Ninth graders made significant gains above those anticipated on the comprehension subtest. Third and seventh graders made gains consistently below those anticipated

TABLE 16

TESTS OF SIGNIFICANCE FOR ACTUAL AND ABOVE ANTICIPATED GAINS ON THE VOCABULARY SUBTEST OF THE *METROPOLITAN ACHIEVEMENT TEST*

		Pre		Anticipated Post		Actual Post							
Grade	N	Mean	SD	Mean	SD	Mean	SD	Actual Gain	t-Ratio	p	Gain Above Anticipated	t-Ratio	p
3	133	2.35	0.57	3.10	0.88	3.06	0.89	0.71	10.89	.0005	–0.04	.55	NS
4	87	2.48	0.61	3.00	0.83	3.27	0.81	0.79	10.79	.0005	0.26	3.25	.01
5	87	3.45	0.83	4.10	1.06	4.12	0.98	0.67	8.00	.0005	0.02	0.26	NS
6	105	4.26	0.98	4.95	1.19	5.13	1.22	0.87	9.94	.0005	0.18	1.94	.05
7	40	4.91	0.96	5.58	1.13	5.20	1.33	0.29	1.89	.05	–0.39	2.49	.01
8	53	4.84	1.14	5.40	1.31	5.53	1.26	0.69	4.97	.0005	0.13	.88	NS
9	19	5.64	1.36	6.22	1.53	6.55	0.94	0.92	2.74	.01	0.33	.90	NS
Total Group	524	3.50	1.35	4.15	1.49	4.22	1.48	0.72	19.14	.0005	0.07	1.70	.05

TABLE 17

TESTS OF SIGNIFICANCE FOR ACTUAL AND ABOVE ANTICIPATED GAINS ON THE COMPREHENSION SUBTEST OF THE *METROPOLITAN READING TEST*

				Anticipated Post		Actual Post							
Grade	N	Mean	SD	Mean	SD	Mean	SD	Actual Gain	t-Ratio	p	Gain Above Anticipated	t-Ratio	p
3	133	2.35	0.57	3.10	0.88	3.06	0.89	0.71	10.89	.0005	–0.04	0.55	NS
4	87	2.48	0.61	3.00	0.83	3.27	0.81	0.79	10.79	.0005	0.26	3.25	.01
5	87	3.36	0.83	3.97	1.06	4.33	0.92	0.97	10.61	.0005	0.36	3.45	.01
6	105	4.18	1.10	4.85	1.33	5.27	1.28	1.09	10.41	.0005	0.42	3.75	.01
7	40	4.90	0.96	5.56	1.13	5.37	1.45	0.47	2.37	.05	–0.20	.95	NS
8	53	4.83	1.22	5.21	1.33	5.82	1.49	0.99	5.77	.0005	0.61	2.53	.01
9	19	5.66	1.30	6.25	1.47	7.01	1.02	1.35	5.32	.0005	0.76	2.73	.01
Total Group	524	3.44	1.33	4.07	1.44	4.21	1.46	0.76	24.12	.0005	0.13	3.88	.0005

TABLE 18

TESTS OF SIGNIFICANCE FOR ACTUAL AND ABOVE ANTICIPATED GAINS ON THE TOTAL READING SCORE OF THE *METROPOLITAN ACHIEVEMENT TEST*

Sample	N	Pre Mean	Pre SD	Anticipated Post Mean	Anticipated Post SD	Actual Post Mean	Actual Post SD	Actual Gain	t-Ratio	p	Gain Above Anticipated	t-Ratio	p
3	133	2.27	0.45	2.98	0.70	2.92	0.68	0.65	14.23	.0005	–0.06	1.13	NS
4	87	2.45	0.58	2.97	0.78	3.26	0.76	0.81	12.13	.0005	0.29	3.91	.01
5	87	3.35	0.73	3.97	0.91	4.13	0.83	0.78	11.74	.0005	0.16	2.20	.05
6	105	4.20	1.02	4.87	1.23	5.15	1.12	0.95	12.16	.0005	0.28	3.29	.01
7	40	4.86	0.86	5.54	1.01	5.19	1.35	0.33	2.45	.01	–0.34	2.63	.01
8	53	4.77	1.05	5.33	1.20	5.62	1.27	0.85	6.60	.0005	0.29	2.15	.05
9	19	5.72	1.22	6.32	1.36	6.71	0.80	0.98	4.27	.0005	0.39	1.52	NS
Total Group	524	3.44	1.33	4.07	1.44	4.21	1.46	0.76	24.12	.0005	0.13	3.88	.0005

for them with the seventh graders low gain statistically significant for the vocabulary subtest and the total reading score.

The total picture of students in the Corrective Reading Program who made gains significantly greater than anticipated, 47 percent in vocabulary, 60 percent in comprehension, and 52 percent in total reading score (Table 15), should not be overlooked. The program was successful in helping participants achieve in reading beyond their previous rate of gain. The two discrepancies at third and seventh grades, however, need to be examined carefully. The fact that these grades represent a drastic change in children's educational lives could account for the less than anticipated gains shown at these levels. For the first time in their life at school, probably, the third graders are being removed from their regular classrooms to participate in specialized instructional groups. The seventh graders are also adjusting to new school patterns in that they are entering the junior high school in which they have many more teachers and move from room to room for instruction. The adjustment or lack of adjustment to the new school patterns at third and seventh grades could account for an interruption in the linear growth pattern on which the present analyses are based. The assumption of a consistently linear growth pattern may itself be erroneous in terms of the growth spurts and plateaus so clearly described in child development studies. Nonetheless, District #24 staff needs to be alert to the evidence presented here in planning for smoother transitions at critical periods in children's lives.

2. Elementary and Junior High School Comparisons

The data presented in the preceding section demonstrated the variations in the performance of specific grade levels. It was noted that not all groups made gains consistently above those anticipated across all sections on the *Metropolitan Achievement Test*. In order to summarize the results for the elementary and junior high school participants, Table 19 presents a comparison between the two levels.

TABLE 19

COMPARISON OF ELEMENTARY AND JUNIOR HIGH SCHOOL STUDENTS' GAINS ON THE SUBTESTS AND TOTAL READING SCORE OF THE *METROPOLITAN ACHIEVEMENT TEST*

		Pre		Anticipated Post		Actual Post		Actual	t-		Gain Above	t-	
Subtest	N	Mean	SD	Mean	SD	Mean	SD	Gain	Ratio	p	Anticipated	Ratio	p
Vocabulary													
Elementary	391	3.00	1.02	3.65	1.20	3.76	1.23	0.76	19.59	.0005	0.11	2.50	.01
Jr. High	133	4.98	1.11	5.62	1.27	5.58	1.31	0.60	6.34	.0005	–0.04	0.45	NS
Comprehension													
Elementary	391	2.91	1.04	3.52	1.21	3.81	1.29	0.90	21.64	.0005	0.29	6.21	.0005
Jr. High	133	4.96	1.16	5.52	1.32	5.81	1.47	0.84	7.88	.0005	0.28	2.16	.05
Total Reading													
Elementary	391	2.93	0.98	3.56	1.13	3.72	1.18	0.79	24.55	.0005	0.17	4.58	.0005
Jr. High	133	4.95	1.05	5.58	1.19	5.62	1.30	0.68	8.40	.0005	0.04	.50	NS

The results for the junior high school students, shown in Table 19, vary more than those for the elementary school students. In fact, the only subtest for which junior high school students achieved significantly above that anticipated is in comprehension. Elementary school students as a group achieved significantly above the anticipated posttest scores in both vocabulary and comprehension subtests and for the total reading scores. It should be noted that both elementary and junior high school students made statistically significant gains when pre and actual posttests are compared. The gains in vocabulary and total reading score are not significant for the junior high school, however, when the predicted rate of growth score is used for comparison.

Possible explanations for these findings lie in two areas. It is undoubtedly true that progress in remediation of reading disability can be greater when corrective instruction begins early. Thus, elementary school students may profit more from the correction of reading disabilities when they are identified early. On the other hand, the Corrective Reading Program in District #24 may have been more suitable for elementary school students than for junior high. Comments from Corrective Reading Teachers cited earlier in this report suggest that this may have been the case. In summary, elementary school students made gains consistently above those anticipated on posttest scores. Gains for junior high school students were significant when examining actual gains; however, they were erratic when the anticipated posttest was used for comparison.

3. Level of Reading Retardation

The Corrective Reading Program in District #24 was planned so that students who suffered two or more years retardation in reading would recieve three periods of one and one half hours of instruction each. Those who were less than two years retarded received corrective instruction for one and one half hours twice a week. In order to determine which group showed the greatest gains in reading achievement, their actual and above anticipated gains are presented by number and percent in Table 20.

When actual gains are compared, in the top section of Table 20, it is apparent that a higher percentage of the less seriously retarded students who met twice a week made gains of one or more months (87 percent) than the more seriously retarded group (84 percent). However, when previous performance of the two groups is used in the analysis, a greater percentage (54 percent) of the more seriously retarded groups exceeded the gains anticipated for them than did the less seriously retarded (50 percent).

It may be asked whether the two groups were actually different from one another, particularly when the pretest scores, presented in Table 21, are compared. Since the precision of the selection criteria for corrective reading based on results of the *Metropolitan Achievement Test* has been questioned earlier in this report, further examination is required.

The pretest scores do suggest that the groups are not markedly different from each other; however, the anticipated scores, predicted on the basis of previous performance, do differ. The less seriously retarded group has a consistently higher anticipated posttest than the more seriously retarded group. This indicates that when prior performance is considered, the more seriously retarded students will not be expected to achieve equally as well as the less seriously retarded and that, in fact, they are two distinctly different groups.

The comparison of the gains made in Table 21 indicates that, although the actual gains for the less seriously retarded group are larger, the gains above anticipated are greater for the more seriously retarded group. Furthermore, when an analysis of covariance was performed between the actual and above anticipated posttest scores, presented in Table 22, there were no statistically significant differences between the two groups. This means that the more seriously retarded students' posttest performance

TABLE 20

NUMBER AND PERCENT OF PUPILS IN THE MORE SERIOUSLY AND LESS SERIOUSLY RETARDED GROUPS GAINS ON THE *METROPOLITAN ACHIEVEMENT TEST*

ACTUAL GAINS

		VOCABULARY				COMPREHENSION				TOTAL READING			
	N	Loss	No Gain	1-5 Months	6+ Months	Loss	No Gain	1-5 Months	6+ Months	Loss	No Gain	1-5 Months	6+ Months
More Retarded	224	32	14	70	108	39	4	40	141	25	12	53	134
(Percent)		(14)	(6)	(32)	(48)	(17)	(2)	(18)	(63)	(11)	(5)	(24)	(60)
Less Retarded	300	38	9	86	167	32	12	58	198	27	8	77	188
(Percent)		(13)	(3)	(28)	(56)	(11)	(4)	(19)	(66)	(9)	(3)	(24)	(63)

GAINS ABOVE ANTICIPATED

		Lower than Antic.	No Gain	1-5 Months	6+ Months	Lower than Antic.	No Gain	1-5 Months	6+ Months	Lower than Antic.	No Gain	1-5 Months	6+ Months
More Retarded	224	107	12	40	65	79	8	47	90	93	10	60	61
(Percent)		(48)	(5)	(18)	(29)	(35)	(4)	(21)	(40)	(42)	(4)	(27)	(27)
Less Retarded	300	141	18	75	66	110	15	76	99	125	25	87	63
(Percent)		(47)	(6)	(25)	(22)	(37)	(5)	(25)	(33)	(42)	(8)	(29)	(21)

TABLE 21

COMPARISON OF THE GAINS OF THE MORE SERIOUSLY AND LESS SERIOUSLY RETARDED GROUPS ON THE SUBTESTS AND TOTAL READING SCORES OF THE *METROPOLITAN ACHIEVEMENT TEST*

Subtests	N	Pre Mean	Pre SD	Anticipated Post Mean	Anticipated Post SD	Actual Post Mean	Actual Post SD	Actual Gain	t-Ratio	p	Gain Above Anticipated	t-Ratio	p
Vocabulary													
More Seriously Retarded	224	3.51	1.28	4.08	1.43	4.19	1.34	0.69	11.66	.0005	0.12	1.83	.05
Less Seriously Retarded	300	3.50	1.41	4.21	1.53	4.25	1.57	0.74	15.21	.0005	0.03	0.62	NS
Comprehension													
More Seriously Retarded	224	3.46	1.27	4.02	1.42	4.33	1.51	0.88	12.42	.0005	0.32	4.17	.0005
Less Seriously Retarded	300	3.40	1.49	4.04	1.59	4.30	1.67	0.90	18.15	.0005	0.26	4.28	.0005
Total Reading													
More Seriously Retarded	224	3.45	1.23	4.01	1.36	4.22	1.35	0.76	13.96	.0005	0.21	3.44	.0005
Less Seriously Retarded	300	3.43	1.40	4.12	1.50	4.20	1.55	0.77	20.46	.0005	0.08	2.00	.05

was similar to that of the less seriously retarded students at the end of the program; thus, their greater growth diminished the differentiation between the two groups.

TABLE 22

ANALYSIS OF COVARIANCE OF THE MORE SERIOUSLY AND LESS SERIOUSLY RETARDED GROUPS' DIFFERENCE BETWEEN ANTICIPATED AND ACTUAL POSTTEST ON THE *METROPOLITAN ACHIEVEMENT TEST*

Source	SS	DF	MS	F
Vocabulary:				
Between Groups	0.42	1	0.42	0.528 NS
Within Groups	411.65	521	0.79	
Total	412.06			
Comprehension:				
Between Groups	0.35	1	0.35	0.314 NS
Within Groups	579.63	521	1.11	
Total	579.98	522		
Total Reading:				
Between Groups	1.63	1	1.63	2.77 NS
Within Groups	305.88	521	0.59	
Total	307.51	522		

In summary, it appears that the amount of growth in correcting reading disabilities is somewhat related to the amount of instructional time provided. Groups that met twice a week and groups that met three times a week both made significant actual gains on the pre to post comparison. The more seriously retarded readers, however, performed above their anticipated posttest scores more consistently than did the less seriously retarded readers.

4. Title I Diagnostic and Treatment Centers and Open Enrollment Corrective Reading Program

The Title I Diagnostic and Treatment Centers differed from the Open Enrollment Corrective Reading Program in the nature of the supportive services provided. Title I Centers were staffed with full-time paraprofessional help while open Enrollment Programs were supported through guidance services. In order to see if the two approaches to remediation of reading disability differed in their effect, analyses of covariance were performed between the two groups. One Open Enrollment group used in the comparison was drawn from the same building in which the Title I Center was located. This attempt to achieve comparable groups seemed logical. The other Open Enrollment group used in the comparison was randomly selected from the remaining elementary schools in the program. Comparison of pretest scores for the Title I and Open Enrollment groups indicated that the scores for the Open Enrollment group were slightly higher; therefore, an analysis of covariance was used. This analysis for actual posttest scores appears in Table 23.

TABLE 23

ANALYSIS OF COVARIANCE OF ACTUAL GAINS ON THE *METROPOLITAN ACHIEVEMENT* TEST FOR THE TITLE I DIAGNOSTIC AND TREATMENT CENTERS AND THE OPEN ENROLLMENT CORRECTIVE READING PROGRAM

	N	Pretest Mean	Actual Posttest Mean	Adjusted Post Mean	F-Ratio	p
Vocabulary						
Title I	113	2.63	3.53	3.78	0.99	NS
OE	105	3.17	4.16	3.89		
Comprehension						
Title I	113	2.53	3.45	3.73	4.89	.05
OE	105	3.12	4.30	4.00		
Total Reading						
Title I	113	2.57	3.42	3.69	4.05	.05
OE	105	3.12	4.17	3.88		

When the two Title I Centers and two Open Enrollment Corrective Reading Program groups were compared by analysis of covariance, it is evident that actual posttest differences on the vocabulary subtest of the *Metropolitan Achievement Test* are not significantly different from each other. The comparison on the comprehension subtest and the total reading score does reveal that the Open Enrollment students made higher actual gains, significant at the .05 level.

The additional analysis of covariance on the anticipated posttest scores was necessary to determine whether previous performance had affected performance during this year, so that one group might not be expected to make comparable actual gains. This analysis of covariance on the anticipated posttest scores was performed between the Title I and the Open Enrollment groups and is presented in Table 24.

TABLE 24

ANALYSIS OF COVARIANCE OF GAINS ABOVE ANTICIPATED *METROPOLITAN ACHIEVEMENT TEST* SCORES FOR THE TITLE I DIAGNOSTIC AND TREATMENT CENTERS AND THE OPEN ENROLLMENT CORRECTIVE READING PROGRAM

	N	Anticipated Posttest Mean	Actual Posttest Mean	Adjusted Posttest Mean	F-Ratio	p
Vocabulary						
Title I	113	3.29	3.53	3.74	6.55	.05
OE	105	3.69	4.16	3.98		
Comprehension						
Title I	113	3.15	3.45	3.65	11.85	.01
OE	105	3.67	4.30	4.08		
Total Reading						
Title I	113	3.21	3.42	3.61	13.39	.01
OE	105	3.68	4.17	3.97		

When prior performance is taken into account so that expectations for the Title I and Open Enrollment groups are more realistic, the direction of the results does not change. In fact, the greater achievement of the Open Enrollment students is emphasized. Although the Open Enrollment students performed significantly better on the vocabulary subtest at the .05 level, they performed better on the comprehension subtest and the total reading test, significant at the .01 level. These data suggest that the Title I Diagnostic and Treatment Centers did not result in a significant improvement in reading ability over that produced in the Open Enrollment Corrective Reading Program. In fact, the reverse is indicated, in that the Open Enrollment Program was significantly better in assisting students to exceed their anticipated posttest scores.

Growth in Specific Reading Skills. The second objective of the District #24 Corrective Reading Program was to provide individualized instruction so that participants would increase their performance in specific reading skills. The measure selected for evaluation of this objective was the *Stanford Diagnostic Reading Test* which was administered in November, 1971 and May, 1972. This instrument provided the necessary measure to assess growth in specific reading skills. Level I, intended for use from the latter part of grade 2 to the middle of grade 4 was used in grades 3 and 4 and with some grade 5 students. The Level II test, intended for use from the latter part of grade 4 to the middle of grade 8 was used for some 5th and for 6th, 7th, 8th, and 9th grade students. Pretest scores on this test were made available to Corrective Reading Teachers in an attempt to assist them in a more accurate diagnosis of their students' disabilities as a basis for instruction during the year. Results are presented according to specific skill areas tested in the Level I and Level II *Stanford Diagnostic Reading Test.*

The overlap in the use of the Level I and Level II tests to assess the effects of the program causes considerable loss of data at the fifth and sixth grades. Several students were pretested on the Level I test and posttested on Level II, thus making pre to post comparisons impossible. The data for grades 5 and 6, therefore, are combined into total group analyses of Level I test results when both pre and posttests on this instrument were available and in total group analyses of Level II results if both pre and posttest scores on this test were available. When raw scores are converted into grade level scores, results from both levels are used.

1. Grade Level and Total Group Comparisons

The subtests of the *Stanford Diagnostic Reading Test,* Level I, include reading comprehension, vocabulary, auditory discrimination, syllabication, beginning and ending sounds, blending, and sound discrimination. The pre and post program comparisons, presented in Table 25, are given by grade level for grades 3 and 4 and for the total group tested with Level I. The discrepancy between the N presented for grades 3 and 4 and the total is accounted for by the nine fifth graders whose pre and post tests on Level I were available. The results from this small group were not analyzed separately.

Examination of the pre to post comparisons in Table 25 shows that gains on all subtests were significant. Comparison of the actual gains for the third and fourth graders shows that third graders made greater actual gains than fourth graders on five of the seven subtests. Fourth graders made larger actual gains on vocabulary and auditory discrimination only although their pre and post test scores were consistently higher for all subtests than the third graders' scores. The greatest total group gains were shown in blending, but the largest gain for fourth graders was shown in auditory discrimination. The greater gain for third graders in the syllabication subtest is surprising since syllabication is seldom introduced in a developmental program until late in a third grade

TABLE 25

GRADE AND TOTAL GROUP PRE TO POST TEST GAINS ON THE LEVEL ONE *STANFORD DIAGNOSTIC READING TEST*

		Pretest		Posttest			
Subtest	N	Mean	SD	Mean	SD	Gain	t-Ratio*
1. Reading Comprehension							
Grade 3	141	18.80	8.74	17.95	8.99	9.15	16.45
Grade 4	97	24.07	8.96	32.02	6.86	7.95	12.60
Total Group	247	21.19	9.19	29.47	8.36	8.55	20.75
2. Vocabulary							
Grade 3	141	13.93	4.41	17.50	6.03	3.57	9.72
Grade 4	97	16.14	5.61	20.77	6.70	4.63	10.25
Total Group	247	14.90	5.06	18.93	6.47	4.02	14.22
3. Auditory Discrimination							
Grade 3	141	23.40	10.12	31.26	10.91	7.86	9.36
Grade 4	97	24.52	10.06	34.01	9.20	9.49	11.25
Total Group	247	23.81	10.12	32.43	10.28	8.62	14.45
4. Syllabication							
Grade 3	141	8.77	3.71	12.45	4.68	3.69	9.66
Grade 4	97	9.73	3.57	12.75	3.68	3.02	7.52
Total Group	247	9.19	3.66	12.55	4.29	3.36	12.32
5. Beginning & Ending Sounds							
Grade 3	141	20.31	6.30	25.61	5.69	5.31	14.44
Grade 4	97	22.58	5.53	27.43	4.54	4.86	12.61
Total Group	247	21.27	6.04	26.34	5.28	5.08	19.00
6. Blending							
Grade 3	141	13.01	9.22	23.28	8.22	10.28	18.17
Grade 4	97	17.88	7.97	26.43	6.54	8.56	14.14
Total Group	247	15.18	9.01	24.63	7.63	9.45	23.06
7. Sound Discrimination							
Grade 3	141	13.65	5.58	18.21	8.01	4.56	8.28
Grade 4	97	14.23	5.96	18.43	7.11	4.21	6.73
Total Group	247	13.80	5.68	18.19	7.66	4.39	10.80

* All t-Ratios significant beyond .0005.

program. It does suggest that Corrective Reading Teachers in District #24 taught third graders to use this skill.

2. Elementary and Junior High School Comparisons

The *Stanford Diagnostic Reading Test*, Level II, was used to compare the performance of the elementary and junior high school students' performance on the specific skills of literal comprehension, inferential comprehension, total comprehension, vocabulary, syllabication, sound discrimination, blending and rate. The results of the pre to post program gains for these two groups, shown in Table 26, present some surprising comparisons. Although the actual performance of the junior high school students is generally higher than that of the elementary students, it is not always the case. A slight advantage was shown by the elementary school students in syllabication and sound discrimination in the posttest means. However, in terms of gain scores, the elementary students outstripped the performance of the junior high students on inferential comprehension, total comprehension, vocabulary, syllabication, sound discrimination, and blending. The junior high students made greater gains than the elementary students only in literal comprehension and reading rate.

The inference that the Corrective Reading Program was more effective at the elementary level than at the junior high school can be supported by these data.

The grade level equivalents provided from the Level I and Level II *Stanford Diagnostic Reading Tests* were used to make comparisons across all grade levels. They are presented in Table 27.

TABLE 26

ELEMENTARY, JUNIOR HIGH AND TOTAL GROUP PRE TO POST TEST GAINS ON THE LEVEL TWO *STANFORD DIAGNOSTIC READING TESTS*

		Pretest		Posttest			
Subtest	N	Mean	SD	Mean	SD	Gain	Ratio***
1. (a) Literal Comprehension							
Elementary Schools	127	12.61	3.99	15.86	4.00	3.24	9.91
Junior High Schools	92	15.28	4.65	18.96	4.67	3.67	8.50
Total Group	219	13.75	4.67	17.16	4.55	3.42	13.05
1. (b) Inferential Comprehension							
Elementary Schools	127	9.09	3.12	12.58	3.99	3.49	10.12
Junior High Schools	92	13.22	4.80	16.22	4.90	3.00	7.13
Total Group	219	10.82	4.41	14.11	4.84	3.29	12.31
1. (c) Total Comprehension							
Elementary Schools	127	21.70	6.20	28.44	7.15	6.74	12.89
Junior High Schools	92	28.49	8.94	34.98	9.02	6.55	8.73
Total Group	219	24.54	8.17	31.19	8.61	6.66	15.28
2. Vocabulary							
Elementary Schools	127	17.31	5.10	20.36	4.91	3.06	7.75
Junior High Schools	92	22.86	5.46	25.35	5.86	2.49	5.86
Total Group	219	19.64	5.92	22.46	5.86	2.82	9.71
3. Syllabication							
Elementary Schools	127	12.84	4.13	15.98	3.37	3.13	9.97
Junior High Schools	92	15.01	4.05	15.82	4.02	0.81	2.11*
Total Group	219	13.75	4.23	15.91	3.65	2.16	8.45
4. Sound Discrimination							
Elementary Schools	127	16.97	5.56	21.02	6.03	4.06	9.27
Junior High Schools	92	18.39	5.89	20.39	6.08	2.34	4.56
Total Group	219	17.42	5.71	20.76	6.05	3.33	9.89
5. Blending							
Elementary Schools	127	12.78	6.50	20.24	7.38	7.46	15.24
Junior High Schools	92	19.00	9.39	24.03	7.80	4.85	6.04
Total Group	219	15.39	8.41	21.83	7.77	6.37	14.24
6. Rate							
Elementary Schools	127	16.60	9.22	15.31	8.19	1.29	1.39*
Junior High Schools	92	15.16	7.44	20.95	8.92	5.79	5.19
Total Group	219	16.00	8.53	17.68	8.93	1.68	2.24**

*** t-ratios significant beyond .0005 except where otherwise indicated

** Significant at .05 * No statistically significant difference

TABLE 27

NUMBER AND PERCENT OF PUPILS SHOWING PRE TO POST GAINS ON THE GRADE LEVEL SCORE OF THE *STANFORD DIAGNOSTIC READING TEST*

Grade		N	Loss	No Gain	1-5 Months	6+ Months
3	N	121	5	14	[illegible]	62
	(%)		(4)	(12)	(33)	(51)
4	N	85	4	7	29	45
	(%)		(5)	(8)	(34)	(53)
5	N	65	7	2	7	49
	(%)		(11)	(3)	(11)	(75)
6	N	79	7	3	18	51
	(%)		(9)	(4)	(22)	(65)
7	N	23	2	2	2	17
	(%)		(9)	(9)	(9)	(73)
8	N	27	8	0	3	16
	(%)		(30)	(0)	(11)	(59)
9	N	11	1	2	3	5
	(%)		(9)	(18)	(27)	(46)
Total Group Gains	N	411	34	30	102	245
	(%)		(8)	(7)	(25)	(60)

The number and percent of students making a loss, no gain, one to five months, or six months or more gain at each grade level are shown in Table 27. The data show that 60 percent of all students gained six months or more in grade level scores during the program. A surprising result revealed in Table 27 is the percent of fifth and seventh graders achieving six months or more gain on this test, whereas in the *Metropolitan Achievement Test* results, these groups did not excel. Comparison of the results between the two tests indicates that they do measure different abilities, although there is undoubtedly a degree of overlap.

When the grade level equivalent gains on the *Stanford Diagnostic Reading Test* are compared with the comprehension grade level score of the *Metropolitan Achievement Test*, the overall results are similar in that 84 percent of all students made one or more months' gains on the *Metropolitan Achievement Test* (Table 14) and 85 percent made one or more months' gains on the *Stanford Diagnostic Reading Test* (Table 27).

The pre to post test grade level gains on the *Stanford Diagnostic Reading Test* were tested for significance. The results of the t-tests are presented in Table 28.

TABLE 28

TESTS OF SIGNIFICANCE FOR THE GRADE LEVEL SCORE ON THE COMPREHENSION SECTION OF THE *STANFORD DIAGNOSTIC READING TEST*

		Pre		Post			t	
Grade	N	Mean	SD	Mean	SD	Gain	Ratio	P
3	121	2.02	0.54	2.51	0.70	0.59	14.05	.0005
4	85	2.40	0.63	2.96	0.67	0.57	11.81	.0005
5	65	2.93	0.81	3.95	0.90	1.02	9.84	.0005
6	79	3.91	0.92	4.93	1.11	1.02	8.81	.0005
7	23	3.60	0.88	4.71	1.32	1.11	4.76	.0005
8	27	4.93	1.19	5.50	1.40	0.57	2.48	.01
9	11	6.38	0.89	7.44	1.48	1.05	2.70	.05
Total Group	411	3.00	1.29	3.78	1.51	.78	19.32	.0005

The t-ratios indicate that gains for all grade levels were significant, although the level of significance decreases at the eighth and ninth grades. These data, plus those presented in Table 29, add further support to the inference that the Corrective Reading Program in District #24 was not as effective for the junior high school students as it was for the elementary students. It is generally acknowledged that it is more difficult to increase reading performance as students progress through the grades.

TABLE 29

COMPARISON OF ELEMENTARY AND JUNIOR HIGH SCHOOL STUDENTS PRE TO POST TEST GAINS ON THE *STANFORD DIAGNOSTIC READING TEST*

		Pretest		Posttest		Mean	t-	
	N	Mean	SD	Mean	SD	Gain	Ratio	P
Elementary Schools	335	2.65	0.98	3.38	1.18	0.73	19.82	.0005
Junior High Schools	76	4.55	1.39	5.52	1.57	0.97	6.81	.0005

The further comparison of the junior high and elementary school students shown in Table 29 adds further support to generalizations drawn earlier. Although the pre to post program gains were significant at both levels, the t-ratio for the elementary school students is sizeably larger. This provides greater assurance that the gains observed are directly related to the effects of the program rather than that they may have occurred by chance.

3. Level of Reading Retardation

The scores on the specific reading skills measured in the *Stanford Diagnostic Reading Test*, Level I, were analyzed for pre to post program gains for groups more seriously retarded and groups less seriously retarded in reading. As Table 30 shows, all pre to posttest gains in all areas of specific reading skills are significant. The additional information, provided in the F-ratios between the two groups for each subtest, shows that the less seriously retarded groups made significantly greater gains in reading comprehension, auditory discrimination, blending, and sound discrimination. The scores for the less seriously retarded groups were also higher, but not significantly so when pretest performance was taken into account, on vocabulary, syllabication, and beginning

TABLE 30

A COMPARISON OF MORE SERIOUSLY AND LESS SERIOUSLY RETARDED GROUP GAINS ON THE LEVEL ONE *STANFORD DIAGNOSTIC READING TEST*

Subtest	N	Pretest Mean	Pretest SD	Posttest Mean	Posttest SD	Gain	t-Ratio**	F-Ratio
1. Reading Comprehension								
More Retarded	69	16.20	8.00	24.67	10.10	8.46	10.96	10.65*
Less Retarded	178	23.12	8.90	31.71	6.33	8.59	17.57	
2. Vocabulary								
More Retarded	69	14.38	5.13	17.62	6.48	3.25	5.86	3.25NS
Less Retarded	178	15.11	5.04	19.43	6.42	4.33	13.22	
3. Auditory Discrimination								
More Retarded	69	22.10	8.11	28.93	11.16	6.83	6.11	8.86*
Less Retarded	178	24.47	10.75	33.79	9.61	9.32	13.31	
4. Syllabication								
More Retarded	69	7.81	3.49	11.25	3.68	3.43	7.32	2.53NS
Less Retarded	178	9.72	3.59	13.06	4.41	3.33	10.02	
5. Beginning & Ending Sounds								
More Retarded	69	17.70	6.12	23.72	5.09	6.03	10.57	0.94NS
Less Retarded	178	22.65	5.42	27.36	5.01	4.71	16.00	
6. Blending								
More Retarded	69	11.15	7.55	19.71	8.59	8.57	10.61	24.36*
Less Retarded	178	16.74	9.06	26.53	6.28	9.79	20.68	
7. Sound Description								
More Retarded	69	11.75	3.62	14.93	7.06	3.17	3.92*	7.31*
Less Retarded	178	14.59	6.13	19.45	7.53	4.86	10.45	

** t-ratios significant at beyond .0005 except where otherwise indicated
* Significant beyond .01
NS No statistically significant difference

and ending sounds. In general, however, it must be assumed that for students taking the Level I test, the less seriously retarded groups profited more from the corrective reading instruction than the more seriously retarded groups.

TABLE 31

A COMPARISON OF MORE SERIOUSLY AND LESS SERIOUSLY RETARDED GROUP GAINS ON THE LEVEL TWO *STANFORD DIAGNOSTIC READING TEST*

		Pretest		Posttest			t-	F
Subtest	N	Mean	SD	Mean	SD	Gain	Ratio***	Ratio
1. (a) Literal Comprehension								
More Retarded	102	12.91	4.09	16.41	4.40	3.50	8.32	0.76NS
Less Retarded	117	14.45	4.68	17.81	4.60	3.36	10.23	
1. (b) Inferential Comprehension								
More Retarded	102	10.22	3.67	13.20	4.38	2.98	7.31	3.65NS
Less Retarded	117	11.35	4.91	14.91	4.91	3.56	10.12	
1. (c) Total Comprehension								
More Retarded	102	23.07	6.97	29.46	8.00	6.40	9.13	1.78NS
Less Retarded	117	25.80	8.92	32.69	8.86	6.89	12.66	
2. Vocabulary								
More Retarded	102	19.04	6.26	21.15	5.84	2.11	4.86	9.61**
Less Retarded	117	20.16	5.58	23.60	5.66	3.44	5.88	
3. Syllabication								
More Retarded	102	12.92	4.09	15.05	3.47	2.13	6.15	4.75*
Less Retarded	117	14.48	4.23	16.67	3.66	2.19	7.17	
4. Sound Discrimination								
More Retarded	102	16.70	5.54	19.87	5.77	3.18	6.81	1.37NS
Less Retarded	117	18.06	5.80	21.53	6.20	3.47	10.74	
5. Blending								
More Retarded	102	14.20	8.07	20.26	8.15	6.07	9.33	2.85NS
Less Retarded	117	16.44	8.58	23.20	7.18	6.64	2.56	
6. Rate								
More Retarded	102	18.08	9.52	18.64	8.64	0.56	0.52NS	0.76NS
Less Retarded	117	14.18	7.11	16.85	9.13	2.67	1.17NS	

*** t-ratios significant beyond .0005 unless otherwise indicated
** Significant beyond .01
* Significant beyond .05
NS No statistically significant difference

The same comparisons made above were performed for students taking the Level II *Stanford Diagnostic Reading Test.* The results (see Table 31) for the pre to post program comparisons are similar in that both groups made significant gains in all skill areas, except reading rate. Neither group achieved significance on rate. The results of the analysis of covariance, represented by the F-ratios, show that the differences between the two groups are generally not significant when pretest performance is equalized. The less seriously retarded groups do make significantly larger gains in vocabulary and syllabication, but their gains are not significantly different from the more seriously retarded groups in any other skill area. It becomes evident that the older students in the more seriously retarded groups, those tested on Level II, decreased the amount of difference between themselves and the less seriously retarded readers by the time of the posttest. Although it is clear that the program affected various age groups differentially, it is suggested by results from this analysis that upper elementary and junior high school students who are more seriously retarded in reading respond favorably to the increased instructional time.

TABLE 32

COMPARISON OF GAINS OF MORE SERIOUSLY AND LESS SERIOUSLY RETARDED GROUPS ON THE GRADE LEVEL SCORES ON THE *STANFORD DIAGNOSTIC READING TEST*

Groups		N	Loss	No Gain	1-5 Months	6+ Months
More Seriously	N	149	14	12	41	82
Retarded	(%)		(9)	(8)	(28)	(55)
Less Seriously	N	262	20	18	61	163
Retarded	(%)		(8)	(7)	(23)	(62)

The summary presented in Table 32 shows the number and percent of more seriously retarded and less seriously retarded students making a loss, no gain, one to five months and six months or more gain as measured on the *Stanford Diagnostic Reading Test.* Eighty-three percent of the more seriously retarded readers made one month or more gain with 55 percent making 6 months or more gain. The less seriously retarded groups are comparable in that 85 percent of the total achieved one month or more while 62 percent achieved six months or more.

TABLE 33

COMPARISON OF PRE TO POST TEST GRADE LEVEL GAINS OF THE MORE SERIOUSLY AND LESS SERIOUSLY RETARDED GROUPS ON THE *STANFORD DIAGNOSTIC READING TEST*

		Pretest		Posttest			t-	
	N	Mean	SD	Mean	SD	Gain	Ratio	P
More Seriously Retarded	149	2.97	1.20	3.74	1.42	0.77	10.05	.0005
Less Seriously Retarded	262	3.02	1.34	3.08	1.56	0.78	17.09	.0005

The pre to post program grade level comparisons for the more seriously and less seriously retarded groups are presented in Table 33. The tests of significance for these changes are significant for both groups at the .0005 level of significance. When an analysis of covariance was performed between the two groups, as shown in Table 34, the two groups were not significantly different.

TABLE 34

ANALYSIS OF COVARIANCE OF THE MORE SERIOUSLY RETARDED AND LESS SERIOUSLY RETARDED GROUPS ON THE *STANFORD DIAGNOSTIC READING TEST* GRADE LEVEL SCORE

Source	SS	DF	MS	F
Between Groups	0.03	1	0.03	0.051 NS
Within Groups	271.49	408	0.67	
Total	271.53	409		

NS No statistically significant difference

In effect, this means that initial differences between the groups, as detected by the anticipated posttest scores presented in Table 21, were overcome substantially by the progress made by the more seriously retarded readers.

The complexity of the numerous analyses may lead to inadequate generalizations that can be made about the differential effects of more and less instructional time. The cumulative data presented here, which is supported elsewhere in the literature on remediation of reading disabilities, is that the older and more seriously retarded readers respond favorably to increased instructional time. This conclusion was not supported for the younger children, in that the less seriously retarded group made greater gains in the specific skill areas.

A further source of possible distortion is in the interpretation and use of the *Stanford Diagnostic Reading Test* and the *Metropolitan Achievement Test* as indices of selection criteria for remedial reading programs. The measured amount of gain as represented by the grade level increments on the *Stanford Diagnostic Reading Test* and those on the *Metropolitan Achievement Test* are comparable. Table 32 and Table 20 show that 83 percent and 84 percent, respectively, of the more seriously retarded readers were identified by the two measures as making comparable gains. For the less seriously retarded readers, the two measures identified 85 percent and 87 percent, respectively, as making comparable gains. It may be assumed, therefore, that the instruments are comparable as a basis for assignment to a corrective reading program. It must be remembered, however, that the grade level equivalents on both measures are gross indicators of performance. The information given on the subtests of the *Stanford Diagnostic Reading Test,* however, would permit more discriminating selection of students who may need corrective reading.

4. Title I Diagnostic and Treatment Centers and Open Enrollment Corrective Reading Programs

The comparisons between the Title I Diagnostic and Treatment Centers and the Open Enrollment Correcting Reading Program made earlier with the *Metropolitan Achievement Test* results showed the Open Enrollment Program to be more effective. In order to determine if the outcome would be different with a more precise measuring instrument, two analyses were performed with the scores from the *Stanford Diagnostic Reading Test.*

Table 35 shows the results of the analysis of covariance between Title I Centers and the Open Enrollment Program on the subtests of the Level I *Stanford Diagnostic Reading Test.* It is evident from the F-ratios and the levels of significance indicated, that there were no differences between the groups except for the skill area of blending. In this skill area, the Open Enrollment Program was better at the .05 level of significance.

TABLE 35

ANALYSIS OF COVARIANCE FOR TITLE I DIAGNOSTIC AND TREATMENT CENTERS AND OPEN ENROLLMENT READING PROGRAM SCORES ON THE *STANFORD DIAGNOSTIC READING TEST* (LEVEL I)

	N	Pretest Mean	Actual Posttest Mean	Adjusted Posttest Mean	F-Ratio	P
1. Reading Comprehension						
Title I	94	18.53	27.80	28.37	0.19	NS
OE	57	20.63	28.86	27.91		
2. Vocabulary						
Title I	94	15.13	18.62	18.75	1.54	NS
OE	57	15.49	19.82	19.60		
3. Auditory Discrimination						
Title	94	24.59	31.26	30.89	2.61	NS
OE	57	23.14	32.56	33.15		
4. Syllabication						
Title I	94	9.66	12.24	12.05	0.31	NS
OE	57	8.82	11.39	11.70		
5. Beginning & Ending Sounds						
Title I	94	20.06	25.35	25.66	0.03	NS
OE	57	21.33	26.05	25.54		
6. Blending						
Title I	94	14.94	23.18	23.17	4.19	.05
OE	57	14.89	24.96	24.98		
7. Sound Discrimination						
Title I	94	14.35	17.63	17.18	0.16	NS
OE	57	12.93	16.84	17.58		

The analysis of covariance performed between the two groups and presented in Table 36, shows further that there were no statistically significant differences between the Title I and Open Enrollment groups for the *Stanford* grade level score. This suggests that, when initial differences are covaried, the groups performed equally well on the posttests.

TABLE 36

ANALYSIS OF COVARIANCE OF PRE TO POST GAINS ON THE *STANFORD DIAGNOSTIC READING TEST* GRADE LEVEL SCORE FOR TITLE I DIAGNOSTIC AND TREATMENT CENTERS AND THE OPEN ENROLLMENT CORRECTIVE READING PROGRAM

	N	Pretest Mean	Adjusted Posttest Mean	F-Ratio	P
Title I	93	2.21	3.27	0.613	NS
Open Enrollment	95	2.86	3.35		

NS = No statistically significant difference

It may be appropriate to examine the procedures used in the Title I Centers to ascertain if they can be improved. Otherwise, the additional monies required for maintaining them may be unwisely spent.

In summary, there were no differences indicated between the results of the Title I Diagnostic and Treatment Centers and the Open Enrollment Corrective Reading Program on either the *Metropolitan Achievement Test* or the *Stanford Diagnostic Reading Test.*

Improvement in Reading Attitude. The third objective of the Corrective Reading Program was to improve pupils' attitude toward reading as a result of increased skills. In order to determine if this objective was met, an *Index of Reading Attitudes* (See Appendix L) was administered to all corrective reading students early in November, 1971 and again at the end of May, 1972.

1. Elementary, Junior High and Total Group Results

Comparisons were made of pre to posttest improvement in reading attitude for the total group, students in elementary schools, and students in junior high schools. These results are presented in Table 37.

TABLE 37

ELEMENTARY, JUNIOR HIGH SCHOOL AND TOTAL GROUP PRE TO POSTTEST DIFFERENCES IN READING ATTITUDE

		Pretest		Posttest		Mean	t-	
	N	Mean	SD	Mean	SD	Difference	Ratio	P
Elementary Schools	127	18.10	5.52	19.48	5.74	1.38	2.87	.01
Jr. High Schools	92	18.70	4.84	18.49	4.83	–0.21	0.48	NS
Total Group	219	18.35	5.24	19.06	5.38	0.71	2.12	.05

Table 37 shows that, while the total group gain in reading attitude was significant, this gain is attributable to the significant positive change in attitude at the elementary level. In fact, the posttest score for the junior high school group was lower than their pretest score, however, the pre to posttest change was not significant.

These findings are consistent with those reported earlier on reading achievement. Again, elementary school students as a group made greater gains than the junior high school students as a group.

The results suggest that improvement in reading skills and attitude toward reading are closely related. Where the Corrective Reading Program was generally effective in increasing reading achievement, there was a concomitant positive increase in attitude toward reading. Once again, District #24 personnel will need to study the differential effects of the program on elementary and junior high school students.

2. Level of Reading Retardation

When the pre to posttest scoress of the more seriously retarded and the less seriously retarded groups were compared, there was slight improvement in reading attitude for the two groups. These pre to post gains reported in Table 38, were not statistically significant, however.

TABLE 38

PRE TO POSTTEST DIFFERENCES IN READING ATTITUDES OF THE MORE SERIOUSLY AND LESS SERIOUSLY RETARDED GROUPS

Group	N	Pretest Mean	Pretest SD	Posttest Mean	Posttest SD	Mean Difference	t-Ratio	P
More Seriously Retarded	102	17.65	4.79	18.50	4.88	0.85	1.95	NS
Less Seriously Retarded	116	18.97	5.56	19.56	5.77	0.59	1.17	NS

As Table 38 indicates, the children who were more seriously retarded in reading made greater gains than those who were less seriously retarded; however, an analysis of covariance revealed that the gains for the two groups were not significantly different.

3. **Title I Diagnostic Reading Centers and Open Enrollment Corrective Reading Program**

In order to determine the effects of the Title I program on reading attitude, participants' pre and posttest scores were compared to those of students in comparable Open Enrollment corrective reading classes through an analysis of covariance. The results of the analysis are presented in Table 39.

TABLE 39

ANALYSIS OF COVARIANCE ON READING ATTITUDE SCORES OF PUPILS IN THE TITLE I DIAGNOSTIC AND TREATMENT CENTERS AND THE OPEN ENROLLMENT CORRECTIVE READING PROGRAM

Sample	N	Pretest Mean	Actual Posttest Mean	Adjusted Posttest Mean	F-Ratio	P
Title I	94	17.76	16.83	16.30	8.73	.01
OE	57	14.84	18.33	19.20		

As Table 39 shows, the F-ratio was significant beyond the .01 level in favor of the Open Enrollment sample, indicating that children in the Title I Diagnostic and Reading Centers were significantly lower in their attitudes toward reading at the end of the program. In fact, when the pre and posttest scores of each group are compared, Title I pupils show more negative attitudes toward reading at the end of the program than they did at the beginning, while Open Enrollment pupils change toward more positive attitudes at the end of the program.

These findings are consistent with reading achievement results reported earlier for the two groups. Pupils in the Open Enrollment program showed greater improvement in reading attitude as well as reading achievement than did the Title I pupils.

The findings reported in this evaluation strongly suggest that a serious study should be made of the value of adding additional personnel to the Corrective Reading Program as presently structured. While it seems reasonable to assume that paraprofessionals in instructional roles can provide assistance that will make for a more effective program, the data for this year do not support the assumption. Clearly, there is a need to evaluate the training provided for paraprofessionals. As reported earlier, the Corrective Reading Teachers indicated that their paraprofessionals were not satisfied with the training they received. In addition, there is probably a need to more clearly define the role of the paraprofessional in the program and to train Corrective Reading Teachers in the effective use of additional personnel. The added services could reasonably increase pupil performance and reading attitude, but staff training is an integral part of the process.

SUMMARY AND CONCLUSIONS

The summary and conclusions are arranged in an order corresponding to the presentation of the report.

Reading Achievement

The first objective of the Title I and Open Enrollment Corrective Reading Program was to improve the participants' level of reading achievement beyond that expected in a regular program. The data presented in this report indicate that the program was successful in meeting that objective. The following findings support the conclusion that the program was successful.

1. Total Group and Grade Level Comparisons

Sixty-one percent of all pupils in Title I and Open Enrollment Corrective Reading Programs gained six months or more on the *Metropolitan Achievement Test.*

Based on children's previous rate of growth, an anticipated post program score was determined as a measure of how well the child would achieve if he had not received the special program. At the end of the program, each child's actual post test score was compared to the score anticipated for him. Forty seven percent achieved higher than their anticipated score on vocabulary, 60 percent were higher on comprehension, and 52 percent were higher than anticipated on total reading score.

For the total group and across several grade levels, consistently lower scores were shown in the vocabulary section of the *Metropolitan Achievement Test.*

The third and seventh graders showed the least gain of all groups. In fact, they did not achieve their anticipated level in vocabulary, comprehension, or total reading.

2. Elementary and Junior High Comparisons

Both elementary and junior high school groups made significant pre to posttest gains. When the total elementary and total junior high school groups were compared, the elementary groups showed significantly greater gains above those expected than the junior high groups. The elementary school groups improved significantly more than expected above their anticipated posttest scores. The junior high school groups gained more than anticipated only in comprehension. The program appears to be more successful at the elementary level than at the junior high level.

3. Level of Reading Retardation

The instructional groups were divided into more severely and less severely retarded readers. These groups were compared to see which group made more growth. When actual gains were measured, 87 percent of the less seriously retarded readers made gains and 84 percent of the more seriously retarded readers made gains. When the actual posttest scores were compared with the anticipated posttest scores, 54 percent of the more seriously retarded readers exceeded the anticipated scores. Fifty percent of the less seriously retarded readers exceeded their anticipated posttest scores. The more seriously retarded readers performed above their anticipated posttest scores more consistently than did the less seriously retarded readers.

4. Title I and Open Enrollment Programs

Title I and Open Enrollment groups performed equally well in vocabulary, however, the Open Enrollment students made greater gains in comprehension and total reading scores. The data suggest that the additional personnel in the Title I centers did not result in greater pupil growth in reading.

Specific Reading Skills

The second objective of the Title I and Open Enrollment Corrective Reading Programs was to increase pupil performance in specific reading skills. Separate analyses were performed for the Level I and Level II *Stanford Diagnostic Reading Test* used to measure this objective.

1. Total Group and Grade Level Comparisons

All groups made significant pre to post program gains in specific reading skills.

2. Elementary and Junior High Comparisons

In order to compare groups who took the same reading test, only the fifth and sixth graders formed the elementary school sample while the seventh, eighth and ninth graders were used for the junior high group.

Both groups made significant pre to posttest gains. The elementary school group made more significant gains than the junior high groups in six out of eight skill areas. There was a general trend of superior performance by the elementary school groups. The program appears to be more effective at the elementary level.

The test scores were converted into grade equivalents. The gains for all grade levels were significant. The level of significance decreased at the eighth and ninth grades suggesting that their gains were less marked.

3. Level of Reading Retardation: More Seriously and Less Seriously Retarded Readers

Both groups made significant pre to post program gains in all specific reading skills. When both groups who took the Level I test were compared, the less seriously retarded readers made greater gains in four out of seven skill areas and performed better than the more seriously retarded overall.

For students taking the Level II test, the less seriously retarded readers performed significantly better than the more seriously retarded readers in only two of the eight skill areas. In six skill areas, there was no difference between the groups which indicates that the more seriously retarded readers were reducing the disparity between themselves and the less seriously retarded group.

Eighty-three percent of the more seriously retarded readers made one month or more gain in reading while 55 percent of them made six months or more gain.

Eighty-five percent of the less seriously retarded readers achieved one month or more gain in reading, while 62 percent of them achieved six months or more.

4. Title I and Open Enrollment Programs

The results on the *Stanford Diagnostic Reading Test* showed no significant difference between the Title I and Open Enrollment students although the Open Enrollment students were significantly better in one skill area.

Reading Attitude

The third objective of the Title I and Open Enrollment Programs was to improve participants' attitude toward reading.

1. Total Group and Grade Level Comparisons

The elementary school students showed significantly more positive attitudes toward reading at the end of the program than they did at the beginning. The junior high school students showed significantly more negative attitudes toward reading at the end of the program than they did at the beginning. The total group showed significant improvement in positive reading attitudes; however, the positive direction of the total group scores is due to the inclusion of the elementary group. The changes in reading attitude are consistent with the changes in reaching achievement. The data suggest that reading attitude can be improved by improving reading skills.

2. Level of Reading Retardation

Neither the more or less seriously retarded readers made significant improvement in reading attitude. Although there was a trend in the more seriously retarded groups toward more positive attitudes, they did not improve significantly more than the less seriously retarded groups.

3. Title I and Open Enrollment Programs

The Title I groups were lower than the Open Enrollment groups in the progress they made toward positive reading attitudes. The Open Enrollment students had more positive attitudes toward reading at the end of the program than they did at the beginning. The Title I students had more negative attitudes toward reading at the end of the program than they did at the beginning.

RECOMMENDATIONS

The evidence presented in this report of a relatively successful first year for the Corrective Reading Program reduces the necessity for substantial recommendations. The primary one must be to continue to improve and refine the program that is now in operation. The following suggestions are made with that intent.

1. The amount of instructional time appears to be related to the amount of growth in reading achievement. Accurate assignment of severely retarded readers to the groups that meet more frequently is highly recommended.

2. Pupils should be selected for the program on the basis of more information than the results of a standardized reading achievement test. While the *Metropolitan Achievement Test* is effective as an initial screening device, it provides a gross measure of a child's performance and should be supplemented with a diagnostic instrument, such as the *Stanford Diagnostic Reading Test*, and teacher observations and recommendations.

3. Investigation should be made of the reasons for the unusual limited success shown by third and seventh graders. Children at these levels did not demonstrate the same gains shown elsewhere throughout the program. A careful examination of the reasons for this condition is suggested.

4. The program appeared to be less effective for junior high school students than it was for elementary students. The Corrective Reading Teachers at the junior high school level were less supportive of the District's Corrective Reading Program. Efforts to correct inappropriate scheduling, materials, instructional techniques or program procedures at the junior high school level should be instigated.

5. There are still substantial numbers of children in the program who are not exceeding their anticipated level of performance in reading. Perhaps the reasons are associated with limited use of individualized instruction and imprecise diagnosis of deficiencies. The inservice training program already instituted in the district should be continued and expanded so that the expertise of all teachers is raised. Additional training strategies, such as guided self-analysis with video tapes, demonstration lessons in corrective reading classrooms, workshops on the development of instructional materials, and extended use of media for instruction could be attempted. Furthermore, the supportive staff, particularly the paraprofessionals related to the program, needs to be included in a sequentially developed inservice training course.

6. Selection criteria for hiring Corrective Reading Teachers should be made explicit. The role requires specialized skills and training. Minimum requirements for courses in the teaching of reading, and remediation of reading disabilities should be adhered to. The inservice training program the District provides should attempt to upgrade skills but it should not be expected to provide basic instruction in teaching corrective reading.

7. A professional library for Corrective Reading Teachers and other teachers of reading throughout the District is suggested. Ideally, each school should provide teachers with the resources needed to improve the teaching of reading. Reading journals, textbooks, individualizing instruction guides, activity manuals, and many other resources are recommended.

8. A reading curriculum resource room would be very helpful to the District reading program. New materials and the demonstration of their use could become a part of the weekly inservice training program.

BILINGUAL COMMUNITY LIAISON

The bilingual community liaison program was in operation in P.S. 19 and P.S. 143. Each school was staffed by a full-time person who served the school and community in many ways. The primary function of each was to translate communication between school staff and Spanish-speaking parents. This was achieved, in part, by stationing the bilingual liaison in the central office of each school. Spanish-speaking parents were able to contact the liaisons easily in order to communicate their purpose for coming to the school. The bilingual liaisons frequently served as translators during parent-teacher conferences, parent meetings, and school programs. They translated notices sent to parents and interpreted responses from them.

The information presented in the Strengthened Early Childhood Program report about parental involvement and attitudes toward education in P.S. 19 and P.S. 143 can be used to assess the efficacy of the bilingual liaison program. Those data suggest that the Spanish-speaking parents at the two schools are involved in school functions nearly as much as the English-speaking parents. The Spanish-speaking parents at P.S. 19 do not report as high a level of involvement or a move toward more positive attitudes toward education as the English-speaking parents in that school.

The services of a bilingual community liaison are necessary for the adequate functioning of both P.S. 19 and P.S. 143 and should be continued.

EDUCATIONAL ASSISTANT FOR TRAINABLE MENTALLY RETARDED PROGRAM

PROGRAM OBJECTIVE

To extend individualization of instruction and educational experiences to TMR pupils at P.S. 19 through assistance of an educational assistant.

EVALUATION OBJECTIVE

Given at least three unannounced classroom observations and two interviews, inferential professional judgment will indicate expression of individualized instruction for the TMR pupils.

DESCRIPTION OF PROGRAM IN OPERATION

Utilizing the observational and interview format specified, the evaluator found many noteworthy aspects to the program.

The purpose of providing an educational assistant for trainable mentally retarded (TMR) children at P.S. 19 was "to extend individualization of instruction and educational experience" to those pupils.

According to the proposal, this basic objective was to be achieved in the following manner:

> The Educational Assistant together with the TMR Resource Teacher of the school and the two TMR Teachers will participate in daily and long range planning; work with instruction of small groups or individual children in reading and mathematics according to the plans made with the TMR Teachers; accompany individual children or groups as necessary; assist with audio-visual aids and the utilization of instructional

materials; assist during their lunch period. The Educational Assistant will also aid the pupils by giving more individualized attention and encouragement to the TMR pupils.

The Educational Assistant implementing this program at P.S. 19 was a pleasant, grey-haired woman of about fifty years whose soft-spoken, evenly-paced appearance transmitted grandmotherly qualities of maturity, patience and nurturance. Further, her bi-lingual ability enabled her to communicate particularly well with Spanish-speaking children. This skill is significant since several of the TMR children spoke only Spanish.

Prior to her job in this special program, the Educational Assistant was employed for six years at P.S. 146 Manhattan in the paraprofessional roles of Family Worker, Teacher's Aide, and Educational Assistant in regular classes. She had made application to P.S. 19 for a similar position in classes of young children when she moved from Manhattan to Queens. In October, 1971, she had been contacted when a vacancy arose with the resignation of the man then employed as educational assistant for TMR children. The Educational Assistant was frank to admit that she knew very little about mentally retarded children when she began and her acceptance of the job had been hastened by the fact that other opportunities seemed limited. In addition, she related, these children seemed to need her and she felt able to be of help to them.

The Educational Assistant was valued by the Resource Teacher and the Trainable Mentally Retarded Teachers who felt that she worked well with children on an individualized and small group basis. In addition, her presence allowed the teachers to develop greater flexibility in planning, to individualize their own instruction to a higher degree, and to organize large group activities more effectively. All of the teachers interviewed expressed praise for the Educational Assistant; none expressed criticism.

Her ability to function successfully with the TMR children attests to her flexibility, her openness, and her warm, non-threatening manner. It may be expected that these same traits enabled her to function successfully with the five different teachers who form the total CRMD program at P.S. 19.

Direct observation of the Educational Assistant's work with TMR children indicated that she contributed strongly to the educational experiences which occurred in their classrooms. Under the teacher's guidance, she seemed very involved in facilitating and implementing the program of social and pre-vocational skills which form the basic curriculum for the TMR pupils. Working primarily with Spanish-speaking pupils, the Educational Assistant presented individual and small group instruction based on auditory and visual discrimination tasks and perceptual-motor training exercises. In addition to helping pupils with reading and writing skills, she accompanied classes to the lavatory and assisted in their toileting, aided in the serving and clean-up of the lunch meal, and attended to pupils who had difficulty in managing eating utensils.

Whatever the task, the Educational Assistant communicated both a sense of pride in her work and an excellent rapport with children. She showed obvious pleasure when a pupil accomplished his work and, in turn, the pupil was motivated to attempt more difficult work as he experienced this support. The Educational Assistant seemed to have a good sense of the TMR pupil's frustration tolerance and was able to adjust or reframe the task to the child's ability level.

However, one observed weakness of the role prescribed for the Educational Assistant was a consequence of certain organizational priorities. It appeared that at least one-third of the children being served by classes for educable mentally retarded (EMR) pupils may not be truly retarded. Although their IQ scores were depressed, such children may more appropriately be diagnosed as behavior disordered, emotionally disturbed, or learning disabled. These children were characterized by negative, aggressive, and hostile behavior. They provoked others, could not attend to simple directions, and seemed to be constantly in motion.

Since this observer's impressions were later supported by the EMR Teacher, the Resource Teacher, and the Principal, it seems that classes for EMR pupils have been used to segregate children with a range of learning and behavior problems from their peers in regular classrooms. The use of EMR classrooms as a holding area for disruptive children does not solve the problem, it merely conceals it. Although such a solution may appease teachers who have gotten rid of the problem, it shows a marked disrespect for the rights of the EMR pupils to develop to their individual capacity since the teacher must now also cope with the disruptive pupil.

Presumably because of the difficult situation in the EMR classes, the Educational Assistant was utilized with EMR classes *in addition* to her assignment with TMR pupils. Although the use of the Educational Assistant in such a manner was contrary to proposal specifications, the actual effect was to create a highly fragmented day in which she related to four teachers and four classes (two TMR, two EMR) instead of the two TMR groups identified in the proposal.

Indeed, the same skills and personal qualities which served the Educational Assistant so well in her work with TMR pupils made her less useful in the EMR classes. For example, the Educational Assistant's quiet, slow-moving style which complemented the characteristics of the TMR pupils was inadequate to cope with the provocative behavior and constant motion exhibited by certain children in the EMR class.

CONCLUSION

Despite the difficulties cited above, the Educational Assistant appeared to implement the role of an educational assistant in a highly effective manner. She worked skillfully with the TMR pupils and established a professional relationship with the teachers. Her lack of prior experience with TMR pupils did not seem to affect her performance adversely. It may be surmised that her years of employment in several paraprofessional roles with young public school children enabled the Educational Assistant to fit smoothly into her new job and that a combination of physical and personality characteristics made her particularly attractive to the TMR pupils.

Therefore, based on direct observation of the Educational Assistant's work as an educational assistant with the TMR pupils and interviews with the Resource Teacher, the TMR Teachers, and the Educational Assistant, the professional judgment is that expanded individualized services of significant value to the development of TMR pupils resulted from this program.

RECOMMENDATIONS

Although sympathetic to the problems of educating children who present management and learning difficulties in regular classrooms, the evaluator believes that use of CRMD classrooms as vehicles for isolation of behavior problems is inappropriate. Therefore, the following recommendations are made:

1. That a thorough screening of children defined as EMR be undertaken and that children who present primary disabilities in other areas be transferred to appropriate classes.
2. That classes for children with learning disabilities, behavior disorders, and emotional disturbances be established to meet the needs of this population.
3. That inservice training be undertaken with teachers in regular classes to help them cope with children whose disabilities are not severe enough to require special educational services.
4. That District administrators consider employment of an educational assistant whose role would be specifically with EMR or TMR children.

ENGLISH AS A SECOND LANGUAGE PROGRAM AT I.S. 61

PROGRAM OBJECTIVE

The primary objective of the English as a Second Language Program was to increase the oral language proficiency of non-English speaking and English as a second language pupils in the target population. Title I E.S.E.A. funds were used for the program at I.S. 61; however, State Urban Education funds supported a similar program in several other District #24 schools. The evaluation of the ESL program at I.S. 61 is incorporated into the larger report in order to maintain the requirements of anonymity for District personnel.

EVALUATION OBJECTIVES

The evaluation of the English as a Second Language Program assessed the degree to which the program objective was met. The evaluation objectives were as follows:

1. To assess the effectiveness of the placement and promotion procedures in the District.

2. To determine the effectiveness of the ESL teachers at the elementary and secondary levels.

3. To determine the extent to which the non-native speaking children increased their oral language proficiency in listening and speaking.

4. To ascertain the quality of teacher background, academic training, experience and professional involvement in English as a second language.

METHODS OF DATA COLLECTION

Evaluation of placement and promotion procedures was made through the use of the *Questionnaire for Teachers* (See Appendix M) and by observation of pupil composition during evaluation visits. The effectiveness of the ESL teachers was determined through the use of the *Teacher Observation Checklist* (See Appendix N) during two classroom visits made to each teacher. In addition, pupil progress was examined.

Pupil progress in oral language proficiency was determined in three ways. An oral test named the *Project Evaluation Test* (See Appendix O) was prepared by the district coordinator and eight ESL teachers and administered on a pretest and retest basis. An oral and written *English Proficiency Test* (See Appendix P) was used in a pilot version. Classroom observations were made by the evaluation team.

The *Questionnaire for Teachers* (See Appendix M) was used to ascertain teacher background, academic training, experience and level of professional involvement in English as a second language activities.

DESCRIPTION OF PROGRAM IN OPERATION

Pupil Placement and Promotion. Eleven hundred non-English speaking pupils are enrolled in the state and federally funded ESL District programs. Eight hundred of these are Spanish speaking while two other languages, Yugoslavian (66 pupils) and Italian (76 pupils) are spoken by more than fifty pupils. Table 1 shows the complete tally for each language.

TABLE 1

STUDENT NATIVE LANGUAGES

Native Language	Number of Students
Spanish	835
Chinese	20
French	21
German	2
Yugoslav	66
Roumanian	4
Italian	76
Czech	2
Japanese	2
Hebrew	5
Korean	16
Persian	2
Filipino	7
Greek	20
Turkish	1
Arabic	3
Indian	4
Haitian	5
Portuguese	1
Oriental	10
Other	2
Total	1104

It is evident that Spanish is the predominant foreign language spoken in the District and that many other languages are spoken by program enrollees.

The English as a Second Language Teachers were asked to indicate the basis for placement of students into instructional groups. They were asked to identify the person who conducts the interview, whether or not the Board of Education rating scale is used and how they measure proficiency in English at the end of the semester. Their responses are tallied in Table 2.

TABLE 2

STUDENT PLACEMENT AND EVALUATION

Basis for Placement	Number of Teachers
a. Written Test	2
b. Oral Test	12
c. Interview	20
d. I do not know	0
e. Other: reading level ascertained by guidance counsellor	3
Interviewer	
a. TESL	18
b. Admissions Sec'y and Guidance Counsellor	3
c. Administrator/Supervisor	2
d. Guidance Counsellor	2
e. Admissions Secretary	1
f. Bilingual Teacher	1
Use of Board of Ed. Rating Scale	
a. Yes	24
b. No	0
End of Semester Measure of English Proficiency	
a. Written Test for ESL	7
b. Written Test for all	0
c. Oral Test	12
d. Teacher Evaluation	23
e. Other: regular classroom teacher	7
f. No response	1

Since several teachers checked more than one item, the figures in Table 2 seem inflated, but virtually all of the ESL teachers used an interview to place non-native speaking youngsters. In addition, fifty percent used a written test and another ten percent had the guidance counsellor ascertain pupils' reading levels.

Most of the ESL teachers (81 percent) conducted the placement interviews, while some interviews were conducted by the assistant principal, the guidance counsellor, the admissions secretary, or the Bilingual Liaison for Community Affairs in conjunction with the ESL teacher or alone.

All of the teachers indicated that they use the Board of Education Language Rating Scale for placement purposes and to measure proficiency at the end of the semester. Proficiency in English is determined primarily by teacher interview, with oral tests (50 percent), written tests (35 percent), and discussion with the regular classroom teacher (35 percent) used to support the ESL teacher's judgment.

The *Project Evaluation Test* (Appendix O) was not used for placement purposes this year but will be used for placement in subsequent years.

The decision to pass students to a full mainstream program, without ESL instruction, is made by the ESL teacher in conjunction with the regular classroom teacher, the responsible supervisor, or the guidance counsellor.

Most of the classes are organized on an age/grade level rather than on an English-proficiency-level basis, although some classes were arranged on a combination of both. Using the age/grade level basis alone resulted in a wide range of student abilities in the same classroom. This proved to be frustrating for both teacher and students in a language class.

Teacher Classroom Effectiveness. The evaluation team used the *Teacher Observation Checklist* to assess ESL teacher effectiveness. The rating system is on a 4,3,2,1,0 basis ranging from excellent to unacceptable, with space allocated for not applicable, N/A. Items rated N/A were not counted in the ratings which were calculated by multiplying the number of checks in each category and dividing by the total number of applicable items. There are thirty-nine teacher items and ten student items on the checklist. Despite fairly high correlations between teacher items and student items in raw scores, Table 3 indicates that a teacher can be performing at a low level and still have a group that responds rather well (see Teacher 10).

TABLE 3

TEACHER RATINGS*

Teacher	Scores	
	Teacher Items (39)	Student Items (10)
1	4.0	3.9
2	3.9	4.0
3	3.9	3.9
4	3.7	4.0
5	3.6	3.5
6	3.4	3.4
7	3.4	3.2
8	3.4	4.0
9	3.2	3.8
10	2.6	3.7
11	2.4	2.9
12	2.2	2.9
13	2.0	2.8
14	2.0	1.7
15	1.7	2.1
16	1.7	1.5
17	1.6	1.7
18	1.5	2.1
19	1.3	2.1
20	1.3	1.8
21	.9	1.8
22	.8	.9
23	.5	1.1
24	.5	.4
Average	2.3	2.6

* Ratings are based on the *Teacher Observation Checklist* (Appendix N).

As a group, the ESL teachers were doing an acceptable job as rated by this system (2.30) with 37.5 percent doing a good-to-excellent job, and 21 percent doing an acceptable-to-good job, but with 41 percent doing a less than acceptable job. It must be realized, however, that the evaluator using the checklist looked for very specific ESL techniques whereas a teacher might be doing an adequate job without using all of these and he would still obtain a fairly low score. Nevertheless, data reported on teacher preparation indicates there is a lack of knowledge of ESL techniques shown by many ESL teachers in District 24.

The evaluator observed some very creative lessons ranging from a science concept oriented language lesson to a new general approach to teaching second language learners. The new approach is based on a series of cards coded according to selectional restriction which the children use to teach their peers after an orientation by the teacher. This highly individualized approach to individual learning problems appears to be effective. It was evident that nearly all ESL teachers were sincerely interested in their pupils' progress toward mastery of English.

Pupil Progress. Based on classroom observations and pupil performance, it is evident that the non-native-speaking children increased their oral language proficiency. A sampling of scores on the *Project Evaluation Test* administered on a pretest-posttest basis indicated substantial gains from November to May. A t-test was computed on the scores in one school where the gains varied from 07 to 43 points. Although gains ranged as high as 68 points in other schools, this sample was used to test statistically the observations that growth had occurred. With fifteen students involved, the t-ratio was 2.60, which is significant at the .05 level.* Although the sample was small, the scores were typical of the results achieved district-wide. Sixty percent of the children could hardly speak a word of English upon entering the program, therefore, it is not difficult to understand that substantial gains were made by all. Statistical data for this group support the observations made by the evaluators.

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* $t = \frac{\bar{D}}{\Sigma d^2/n(n-1)}$ after Edwards, Allen L. *Statistical Methods for the Behavioral Sciences.* Holt, Rinehart and Winston, 1961.

Similar gains were made on the pilot version of the *English Proficiency Test* which utilized taped responses to approximately thirty questions. A variety of question-words (*who, what . . .*), various tenses and syntactical patterns are incorporated in this test which was administered on a pretest-posttest basis. In addition, students were asked to describe in writing a picture from the *ABC Wall Charts* published by the American Book Company. (See Appendix P for samples from the complete test.)

Substantial pupil gains were shown when using the *English Proficiency Test* but statistics are not available since no formal system of grading the responses has been determined, although a tentative system is in effect. Grade level norms for native English speakers are being established so that the performance of non-native speakers can be compared to appropriate developmental levels. Unfortunately, students who were dismissed from the ESL program to pursue regular classwork without ESL were not posttested on the *Project Evaluation Test.* These scores would undoubtedly have increased the average gains even more.

The ESL Teacher. In this section, the ESL teachers' academic training, classroom experience and professional involvement in ESL activities are assessed. Table 4 lists the licenses held by the ESL teachers and indicates that only one teacher has an ESL license. Most teachers functioning in the ESL role have common-branch licenses. Additional licenses are held in a variety of areas, half of which could be considered related to ESL.

TABLE 4

LICENSES HELD BY ESL TEACHERS

What N.Y.C. licenses do you hold?

	Number of Teachers*
Common Branches	17
English	3
Social Studies (J.H.S.)	3
TESL (Elementary)	1**
(Secondary)	1**
FLES (Spanish)	1
(Italian)	1
Foreign Language (Spanish)	1
(French)	1
Early Childhood	1
Art	1
Fine Arts	1
History	1

* Several teachers had more than one license
** Same individual

The duration of teaching experience in general and ESL in particular can be seen in Table 5.

TABLE 5

CLASSROOM EXPERIENCE OF ESL TEACHERS

Time	Number of Teachers Years Teaching	Teaching ESL
Less than 1 year	1	4
1 to 2 years	3	9
3 to 5 years	5	7
6 to 10 years	6	3
More than 10 years	9	1

Table 5 shows that while 70 percent of the teachers have five or more years of teaching experience, only 25 percent have taught ESL for five years or more. Seventy-five percent of the teachers indicated that they had become ESL teachers by volunteering and only two teachers admitted to having been assigned.

Table 6 surveys the teachers' university training and their areas of specialization. The tally shows that only two of the teachers had majored in ESL and one minored in it.

TABLE 6

UNIVERSITY TRAINING OF ESL TEACHERS

Degree Held	Number of Teachers
A.B.	20
B.S.	2
B.F.A.	1
M.A.	4
M.S.	2

	Bachelor's		Master's	
Specialization	Major	Minor	Major	Minor
ESL	–	–	2	1
Education	5	3	6	2
History	5	–	–	1
Spanish	1	2	1	1
French	2	–	–	–
German	–	1	–	1
English	1	3	1 (in progress)	2
Anthropology	1	1		
Sociology	3	1		
Psychology	2	2		
Social Work	1	–		
Speech Arts	1	–		
Philosophy	–	1		
Comparative Lit.	–	1		
Art	–	1		
Art History	–	1		
Fashion	1	–		

Only one teacher had attended an ESL NDEA Institute and only two had attended any ESL in-service courses prior to those given by the District Coordinator of ESL during the fall of 1971. Eight teachers indicated having participated in the District workshops for ESL teachers.

TABLE 7

SPECIFIC COURSES TAKEN BY ESL TEACHERS

Courses Taken	# of Credits	# of Teachers
a. TESL	2	1
	3	5
	6	3
b. Introductory linguistics	3	2
	6	1
c. Phonology	3	3
d. Contrastive linguistics	3	1
e. English grammatical structure	3	5
	6	2
	15	1
f. Transf. grammar	0	0
g. Other		
1. Prep. ESL materials	3	1
2. Span./Engl. contrast	3	1
h. None of the above		7

In addition two teachers had had courses of study which combined many of the courses listed above; one had 9 credits, the other could not remember the details.

a. Additional lectures requested	
1. ESL	16
2. Linguistics	8
3. English grammar	7
4. Other: Comparative linguistics	1
b. Periodic formal seminars	9
c. Informal discussion groups	15
d. Other	
1. Demonstration lessons	2
2. Audio/Visual training	1
3. Intervisitation	1
4. Student/teacher relations	1

Specific courses that the ESL teachers had taken can be found in Table 7. Twenty-nine percent of the teachers had taken none of the specific courses listed which are a normal part of the academic training of an ESL teacher. Furthermore, only 33 percent had taken a course in ESL methodology and only 25 percent had taken a course in English Grammatical Structure.

Table 7 also deals with those courses and seminars, formal or informal, that the ESL teachers would like to have. Eighty percent indicated a need for more work in ESL, while 30 percent requested lectures on linguistics and English grammar. It is interesting to note that over 62 percent preferred informal discussion groups to formal seminars.

Only 20 percent of the ESL teachers are members of T.E.S.O.L. (Teachers of English to Speakers of Other Languages), the national professional organization, which publishes the *TESOL Quarterly*. None of the teachers had ever attended a TESOL convention. The organization through its conventions and quarterly provides opportunities to form meaningful exchanges among professionals. Innovative techniques and assessment of new textual and audio-visual materials are featured in the quarterly as well as discussions of the philosophical and theoretical implications of current research.

Teachers' perceptions of the District #24 program's strengths and weaknesses were surveyed and the responses can be seen in Table 8.

TABLE 8

PROGRAM STRENGTHS AND WEAKNESSES AS PERCEIVED BY ESL TEACHERS

Greatest Strength	Teachers Responding
a. Small group instruction	8
b. Flexibility	5
c. The teachers	4
d. Homogeneous grouping	2
e. Coordination: ESL & Classroom teachers	2
f. Crash program	1
g. Student motivation	1
h. Cooperation of administration	2
i. Daily language arts	1
j. Special classroom	1
k. None listed	1
Greatest Need	
a. Space	10
b. Materials: curricular areas and visual aids	7
c. More ESL teachers	2
d. Educational assistance: volunteers	3
e. ESL classes on different grade levels	1
f. Coordination with classroom teachers	1
g. Orientation to ESL goals	1
h. Diversification in ESL classes: art, gym	1
i. Indefiniteness of continuity of program each year	1
j. Administrative paper work and teacher conferences	1
k. None listed	

Although there was no clearcut strength that all agreed on, small group instruction seemed to be a major consideration. Program flexibility and the teachers ranked next as strengths identified. Space was cited as the greatest need by the majority of teachers with the need for materials next. The evaluators can testify to the space problem, having seen classes held in rooms hardly larger than a closet. In six cases there was little room to stand let alone permit the children to move about the room.

Educational assistants were not available to 91 percent of the ESL teachers although one teacher had a student teacher and one had a college-student volunteer. Eight teachers had not been observed by the District ESL coordinator as of December when the questionnaires were filled out. Others had been visited frequently. Beginning teachers were among the groups visited reflecting the Coordinator's desire to work intensively with the newer teachers. The quality of supervision, whether that of the District Coordinator or the appropriate building supervisor was uniformly rated high. In addition, the teachers felt free to go to various personnel for help, including their colleagues, who apparently were glad to share their knowledge.

SUMMARY AND CONCLUSIONS

Pupil Placement and Promotion. Placement and promotion procedures which had been primarily based upon interviews and informal oral tests have been formalized to a limited degree with the *Project Evaluation Test* prepared by the District Coordinator and eight ESL teachers. This test, consisting of four parts (patterns, vocabulary, pronunciation and situation interpretation), is an excellent test with limitations recognized by the developers. It can clearly be used to identify F rated children, those who are unable to respond satisfactorily. It is less appropriate for discriminating among E, D or C level children.

Most of the classes were organized on a grade level rather than on an English-proficiency basis. This results in a wide range of student abilities in the same classroom and endless frustration for both teacher and students. The teacher has difficulty gearing the lesson for the group, while students are either unable to follow or are bored by what is being taught.

Teachers vary greatly as to what they consider *acceptable* English. For some, the accent is of primary concern. For others, as long as the child can make his meaning understood, without regard to grammaticalness, his English is acceptable.

Teacher Effectiveness. Since 41 percent of the teachers received a rating less than acceptable by the evaluators there is some evidence of the need for additional teacher training. This evidence is further strengthened in the profile of the teachers' academic training; very few are professionally qualified to serve as ESL teachers. Nevertheless, there are clear indications that the group of ESL teachers in the District are dedicated to working with ESL youngsters and have a sincere interest in their welfare and in doing the best possible job to enable their pupils to learn English as easily and rapidly as possible. Considering the progress the children in the District have made this year and the willingness of the teachers, additional training should provide even more substantial benefits to the District program.

The appointment of a District ESL Coordinator had a favorable impact upon the program. This person served as a liaison between ESL teachers and the evaluators. She organized training workshops and assisted in the development of the *Project Evaluation Test*. Her knowledge of ESL techniques made her work with some of the newer teachers and others who have requested her aid valuable. All teachers who rated the quality of her supervision agreed it was excellent.

Pupil Progress. Clear gains in oral language proficiency were made by non-English students throughout the District. These gains were observable by those who visited the classes and were supported by gain scores on the *Project Evaluation Test* and the pilot *English Proficiency Test*. It should be noted that three or four months had elapsed by the time the pretests were given so that the total actual gains were not detected by the calculations. The gains both in raw scores and in observable differences were so great that extensive statistical treatment of the data was considered unnecessary.

The ESL Teacher. The average ESL teacher in the District would not meet the requirements for the ESL license at either the elementary or the secondary level. Most District #24 ESL teachers do not have the required two points of course work in ESL methodology, 30 semester hours in either English or a foreign language, 6 semester hours in linguistic courses for the secondary level; or the 12 semester hours in ESL including a minimum of 6 semester hours in linguistics and a minimum of 2 semester hours in ESL methodology.

Furthermore, the average ESL teacher is not a member of TESOL and thereby misses a major source of information about new developments, classroom techniques, texts, audio-visual aids and theoretical implications of the current research.

RECOMMENDATIONS

Pupil Placement. A test is needed to differentiate pupil-proficiency levels beyond the capability of the *Project Evaluation Test* prepared during this academic year. Being aware of this problem, the District Coordinator and the ESL teachers will be working in the fall on an instrument that will enable district personnel to group students beyond the F category more efficiently. After this instrument is perfected, the oral-interview technique currently used for both placement and promotion should be used only as a confirmatory technique when there is doubt.

Administrators should make every effort to provide means for pupil grouping in ESL classes to be as homogeneous as possible. The primary criterion should be English proficiency, with some mixing of grade levels if necessary to maintain homogeneity in English language facility.

Pupil Progress. The program objective was achieved during this academic year. The oral language proficiency of the non-English speaking population in the District was increased. As important as oral language proficiency is, it does not serve all of the needs of the child or the schools in which he must function. Next year the program should be extended to include improvement of both reading and writing proficiency for those at the second grade and above.

Attempting to achieve this extended goal will create additional administrative problems, since, in order to achieve progress in oral, reading and writing proficiency additional class time will be necessary. ESL classes should be extended to a minimum of two 40/45 minute periods daily either successively or at intervals.

The ESL Teacher. The teachers should be encouraged to pursue formal ESL studies at a university. In addition, an intensive in-service program should be organized by the District Coordinator focusing on classroom problems, techniques, and demonstration lessons on a variety of lesson types. The inservice program should increase staff expertise. Furthermore, the teachers should be encouraged to join and become active in TESOL and its local affiliate NYSTESOL so that they can remain alert to the current state of the profession.

Since pupil achievement was high, despite only average ratings for the teachers, the benefits to the program could be increased even more substantially with teachers who have received all of the training they should have to fulfill the role of ESL teacher.

THE NON-PUBLIC SCHOOL PROGRAM

PROGRAM OBJECTIVES

Serving the students of Transfiguration and Our Lady of Sorrows schools, the major objectives of the Corrective Reading and Library Program were:

1. To improve reading skills and to develop an interest in library usage through the service of the library teacher at Our Lady of Sorrows.

2. To increase individualization of instruction in basic reading and language skills through the services of the corrective reading teacher and paraprofessional at Our Lady of Sorrows and Transfiguration.

EVALUATION OBJECTIVES

Consistent with the program, the objectives of evaluation for Our Lady of Sorrows and Transfiguration were:

1. To determine if growth in reading and library skills did occur and to determine whether the gains were significant or not.

2. To describe the library and reading program.

3. To define the effectiveness of the reading program by measuring the change in pupil's scores on the *Metropolitan Reading Test* and *SRA Reading Test* at Transfiguration and Our Lady of Sorrows respectively.

4. To ascertain the amount of increase in individualization of instruction in basic reading and language skills.

METHODS OF DATA COLLECTION

In order to meet the evaluation objectives as delineated above for the reading and library program, several methods were used to collect pertinent data from Transfiguration and Our Lady of Sorrows.

Interviews and Observations. In order to describe and evaluate the program, data were obtained during visits to the two target schools by a member of the evaluation team. Interviews were held with the respective school principals, the corrective reading teachers, the library teacher, and the paraprofessional. Also, the corrective reading classes were observed in progress by a project evaluator.

Tests. In order to measure precisely the effect of the program on the pupils, several instruments were utilized. In order to assess growth in reading ability, pre and posttest scores were collated from records of the students' performance on the *Metropolitan Reading Test* and the *SRA Reading Test*. Further, the *National Test of Library Skills* was administered in both schools to determine whether the presence of a library teacher contributed significantly to the students' acquisition of library skills.

DESCRIPTION OF PROGRAM IN OPERATION

The Corrective Reading Program was operated at the two schools, each being assigned one corrective reading teacher. The reading program at Our Lady of Sorrows was conducted three days a week from 8:45 to 1:00 p.m. and at Transfiguration two days a week from 9:00 to 3:00 p.m. There were a total of 92 students participating in the program, 62 at Our Lady of Sorrows School and 34 at Transfiguration.

At Transfiguration and Our Lady of Sorrows children were selected on the basis of past reading scores on the *Metropolitan Achievement Test* and also by referrals and recommendations by teachers to the principal. Priority was given to children from grades two through six at Our Lady of Sorrows since past experience indicated that students from seventh and eighth grades were reluctant to participate actively in the program. On the other hand, at Transfiguration the reading program was focused on helping students who had difficulty in reading in grades three through eight.

The reading groups at Our Lady of Sorrows consisted of 6 groups of 10 students per group and at Transfiguration 4 groups of 5 students per group. The majority of children were able to participate twice a week in the reading program. Students were grouped by grade level.

The Library Program at Our Lady of Sorrows operated five days a week from 1:00 to 3:00 p.m. and all students (575) from the first grade to the eighth grade participated in this program.

The paraprofessional and library teacher at Our Lady of Sorrows worked daily with second and third graders individually. They confirmed and reaffirmed reading techniques taught by the corrective reading teacher.

From the interviews and the observations, the corrective reading teachers focused on three major activities: word skills (phonetics), comprehension, and language arts. Word skills and language development skills were given a high priority for children at Our Lady of Sorrows because of the fact that English was not their native language and it was not spoken in the home. The reading teachers had organized a special individualized program for each student depending on his level of achievement. When students were given an opportunity to work individually they were able to choose from three alternatives (prepared in reading packages); namely, do work on work skills, read for comprehension, or write a story from a picture or groups of words.

The corrective reading teachers were experienced and trained reading specialists. They had worked several years with students who had reading difficulties and had functioned in the capacity of reading teacher for several years previously. Their awareness of the individual's problems, their efficient classroom operation, their flexible teaching techniques, and their excellent rapport with the students were indicative of their expertise in this area.

From observation at the two schools it seemed that the reading and library program were operated smoothly and efficiently. The program was an integral part of the school curriculum and it was well coordinated with the other facets of the school program. The high level of motivation inherent in the program was manifested by excellent pupil attendance. The reading program offered opportunities for receptive and discovery learning, for individual and group interaction, and for student interaction with the teacher. Basic concepts were presented clearly and students had opportunities to work with and ask questions about concepts presented to them. Students were eager to express themselves and the teacher's reinforcement helped to enhance students' feelings of self-worth.

EFFECTS OF PROGRAM ON STUDENTS

Corrective Reading Program. The pre and post scores of the *Metropolitan Reading Test* and the *SRA Reading Test* were obtained for all students who participated in the program. The t-test for related samples was used in the analysis to determine statistical significance.

Tables 1, 2, and 3 show range of pupil gains in reading achievement.

TABLE 1

GAINS IN READING: OUR LADY OF SORROWS

Grade	No Gain N	No Gain %	1-4 Mos. N	1-4 Mos. %	5-9 Mos. N	5-9 Mos. %	1-1.5 Yrs. N	1-1.5 Yrs. %	Above 1.5 Yrs. N	Above 1.5 Yrs. %	Totals N	Improvement %
3	5	55	3	33	1	11	0	0	0	0	4	44
4	12	60	2	10	4	20	1	10	0	0	8	40
5	3	33	1	11	2	22	2	22	1	11	6	66
6	3	16	2	11	4	22	3	16	7	36	16	85

Students Showing Gains, All Grades: 34 59.6%

TABLE 2

GAINS IN READING: TRANSFIGURATION

Grade	No Gain N	No Gain %	1-4 Mos. N	1-4 Mos. %	5-9 Mos. N	5-9 Mos. %	1-1.5 Yrs. N	1-1.5 Yrs. %	Above 1.5 Yrs. N	Above 1.5 Yrs. %	Totals N	Improvement %
3	1	20	2	40	2	40	0	0	0	0	4	80
4	1	9		36.3	1	9	3	27.2	2	18	10	90.5
5 & 6	1	11	2	22	3	33	1	11	2	22	8	88.3
7 & 8	3	37.5	1	12.5	2	25	1	12.5	1	12.5	5	62.5

Students Showing Gains, All Grades: 27 80.3

TABLE 3

GAINS IN WORD KNOWLEDGE: TRANSFIGURATION

Grade	No Gain N	No Gain %	1-4 Mos. N	1-4 Mos. %	5-9 Mos. N	5-9 Mos. %	1-1.5 Yrs. N	1-1.5 Yrs. %	Above 1.5 Yrs. N	Above 1.5 Yrs. %	Totals N	Improvement %
3	0	0	4	80	0	0	1	20	0	0	5	100
4	0	0	2	18.2	5	45.4	2	18.2	2	18.2	11	100
5 & 6	0	0	1	11.1	2	22.2	4	44.4	2	22.2	9	100
7 & 8	5	62.5	0	0	1	12.5	2	25	0	0	3	37.5

Students Showing Gains, All Grades: 18 84.3

The data in Tables 1, 2, and 3 reveal that, although the degree of gains varied greatly both among grades and between the two schools, with certain exceptions, a substantial majority of the pupils improved in their reading achievement. The average gain for students at Transfiguration was .7 and at Our Lady of Sorrows the average gain was .3.

An application of the t-test to the data showed that the increase in reading and word knowledge was significant at the .05 level for all groups combined at Transfiguration. At Our Lady of Sorrows there was a significant improvement at the .05 level in reading for fifth and sixth grade students. At the third grade level there was some gain but it was not found to be significant. However, at the fourth grade level there was a significant loss at Our Lady of Sorrows. This is due principally to three factors: the language difficulty that these students have with English, the change of SRA visual format at the elementary level to a predominantly verbal format at the intermediate level, and the lack of a bilingual teacher who could speak Spanish fluently in order to communicate and teach concepts more effectively at this early level.

Library Program. After participating a year in the library program, *The National Test of Library Skills* was administered to a random sample of 25 percent of the students at Our Lady of Sorrows from third to eightth grade. It was also administered to a control group at Transfiguration. A comparison of the experimental group with the control group was conducted in order to ascertain whether the two groups differed significantly in terms of acquired library skills.

A t-test for independent samples and the Mann-Whitney U-Test were applied to the data in order to determine whether the learning of the two groups was significantly different. Of the possible six experimental and control groups, results and comparisons were based on four randomly selected groups, namely, third, fourth, seventh and eighth grades. The data in Table 4 reveal the following results:

1. There was no significant difference between the experimental and control group in grade three although the mean of the experimental group was higher than the mean of the control group.

2. There were significant differences between the experimental and control groups in grades four, seven, and eight.

TABLE 4

SCORE COMPARISONS OF EXPERIMENTAL AND CONTROL GROUPS ON *NATIONAL TEST OF LIBRARY SKILLS*

Grade	N	Experimental $\bar{X}$	Control $\bar{X}$	$Sx_1 - x_2$	t-Ratio
3	16	16	13	2.17	N.S.
4	15	23	16	1.59	4.40*
7	20	28	21	1.03	6.80*
8	18	33	20	1.51	8.61*

* Significant at .05 level.

There is little reason to believe that the fifth and sixth grade groups would not continue to follow the same trend of being significantly different since the experimental group continued to have scores that were higher than the control group.

Having employed a means comparison of the two groups, it is reasonable to conclude that the library program at the school helped the students to score significantly higher than those not exposed to the program.

RECOMMENDATIONS

In light of the results observed from the described activities, the following recommendations for improvement in the Non-Public School Program are offered:

1. Reduce the number of pupils in each group. The Corrective Reading Teacher and other reading teachers at Our Lady of Sorrows recommended fewer students (5 per group) in order to facilitate individualization of instruction and provide more time for interaction among students and teacher.

2. Obtain a bilingual (Spanish and English) teacher for students in grades 1, 2, and 3. This would promote a more effective and efficient way of teaching and introducing basic concepts and developing language skills.

*3. Allocate more time for pupils receiving corrective reading services. Twice a week is barely satisfactory for students who have this particular limitation and who demonstrate a greater need for individualized guidance in developing language skills and proficiency in reading.

4. Supplement and reinforce the regular reading and language class with the Corrective Reading Program. It should not be a substitute for the curriculum reading program unless the Corrective Reading class meets daily.

5. Extend and increase the in-service training of paraprofessionals.

* Recommendation for both Non-Public Schools–Our Lady of Sorrows and Transfiguration. All other recommendations pertain to Our Lady of Sorrows.

AFTER SCHOOL CURRICULUM STUDY CENTER

PROGRAM OBJECTIVES

1. To increase reading achievement of students who are initially two years below grade norms through an intensive after school skills and assistance program.

2. To increase oral language facility of English as a second language students through intensive instruction and assistance in an after school program.

3. To increase competency in subject-matter areas of students who have potential, but lack achievement, for successful qualification for high school.

4. To increase occupational aspirations and educational growth of below-norm achievers through the provision of assistance and models from average and above average peers in an after school program.

EVALUATION OBJECTIVES

The following objectives were specified for the evaluation of the After School Curriculum Program:

1. Given a pre-posttest of reading achievement, pupils will significantly gain in reading ability, as compared to their historical rate of growth.

2. Given pre-post program ratings of oral English language facility, 60 percent of ESL students will advance at least two increments on the A-F scale.

3. Given pre-post program regular classroom grades, 60 percent of the target population will raise their grade point average at least .5 on the 4.0 scale.

4. Given a pre-post program measure of educational-occupational aspiration, 60 percent of the target population will show positive increase in occupational-educational aspirations and improvement in school achievement.

METHODS OF DATA COLLECTION

In order to assess pupil growth in the specified areas program data were obtained by (1) interviews with teachers and the program supervisor, (2) on-going observation, (3) inspection of the results of the *Metropolitan Reading Test*, (4) inspection of test results from related programs, (5) perusal of student records prepared by program instructors, and (6) analysis of program documents prepared by the program supervisor.

DESCRIPTION OF PROGRAM IN OPERATION

Utilizing both tutorial and small group instructional modes, the assigned personnel and facilities of Intermediate School No. 61 (Queens) were organized to implement these objectives as follows:

Instructional Area	# Classes & Teachers	1st Session 2-3 p.m.	2nd Session 3:15-4:15 p.m.
Reading	5	Grades 7-8	Grade 6
	1	Career Guidance	Career Guidance
ESL	2	Grades 7-8	Grade 6
Math	1 (except Thursday)	Grades 7-8	Grade 6
Foreign language	1 (Monday, Tuesday, Thursday)	Grades 7-8	Grade 6
Social studies	1	Grades 7-8	Grade 6

As stated in Bulletin #44 (October 13, 1971), I.S. 61 Queens, the priorities for referral to Leonardo Prep were as follows:

1. Pupils held over for reading.
2. Pupils who may, in June 1972, be held over for reading because their scores are below grade.
3. ESL pupils in mainstream who need 'support' and ESL pupils in NE 6, NE 7, NE 8.
4. Other pupils recommended by faculty. . . .

The instructional and tutorial activities were organized along several distinct learning areas: reading, mathematics, social studies, ESL, and foreign language.

In addition to the assigned faculty, student aides under the direction of designated teachers worked with individual pupils. These tutors worked in pairs to insure that, where a tutor's absence occurred, it would not seriously impair pupil learning. It was envisaged that the presence of these tutors would provide a positive role-model that would enhance pupil motivation to read.

It is worthy of note that, of the six (6) reading instructors, none had a formal speciality in the field, and only one was a Common Branches teacher, and that neither of the two (2) ESL instructors were licensed in that field nor were they licensed in bilingual education. The instructors in mathematics, social studies, and foreign languages, on the other hand, were teaching in their licensed area of expertise.

Given the scarcity of qualified reading teachers on the secondary level, the personnel deficiency noted above is understandable. Also, in light of the stated "General Philosophy" of the Study Center (Bulletin #44), it may be viewed as an acceptable, if not desirable, situation:

> Pupils are given a variety of *activities* consistent with their needs, aimed not so much at skill development but rather in the development of attitudes and interest in reading–the affective rather than the cognitive aspect of learning to read. Pupils are encouraged to *learn* to read.

Although the original organization called for twelve (12) teachers, one (1) teacher (designated for science instruction) was appointed to the then newly created position of Drug Coordinator early in the fall. According to the program supervisor, neither his function nor his personnel line were utilized thereafter.

One (1) of the reading teachers was employed so as to meet the special needs of pupils from Career Guidance classes who also suffered from reading problems. This permitted a carry-over of his special rapport with these children into the after school learning setting.

EFFECTS OF PROGRAM ON STUDENTS

Objective 1. The data in Table 1 reveal that, based on the scores from a version of the *Metropolitan Reading Test* which was modified by program personnel, the pupils in the reading component of the After School Curriculum Program achieved a statistically significant mean gain ($p < .0005$) of 1.4 years. Further application of statistical analysis showed that these students also scored a significant ($p < .0005$) mean gain of 1.13 years in reading *above* what would have been expected, based on their historical growth rates.

TABLE 1

GAINS IN READING, MODIFIED METROPOLITAN TEST

Grade	N	Mean Pre-Test	S.D. Pre	Mean Post-test	S.D. Post	Actual Gain	t* Ratio	Expected Post-test	Gain Above Expected	t* Ratio
6	124	4.24	1.01	5.43	1.14	1.19	17.06	4.52	.01	13.31
7	43	4.21	.64	5.68	.97	1.47	11.60	4.47	1.21	9.99
8	102	4.69	1.15	6.32	1.51	1.63	15.17	4.95	1.37	12.35
Totals	269	4.40	1.04	5.80	1.33	1.40	24.33	4.67	1.13	19.76

*$p < .0005$ for all t-ratios.

In order to gain a more complete understanding of the effect of the reading program, the data were treated by an analysis of covariance. The data in Tables 2 and 3 show that there were significantly ($p < .01$) different gains in the reading scores of pupils participating in the program for different durations of time. Overall, it can be seen that amount of gain increased with length of time in program. More important, however, is the fact that these gains were uneven; it should be noted that for both actual and expected gains in reading, the greatest increase occurred between two and three months and, again, between five and six months. Clearly, there seems to be a rate of learning factor in operation that should be considered in future program organization.

TABLE 2

ANALYSIS OF COVARIANCE: A COMPARISON OF ACTUAL READING GAINS WITH TIME IN PROGRAM

Mos. in Program	N	Pretest	Posttest	Adjusted Post	Difference Between Pre & Adjusted Post	Difference Between Levels*
2	22	4.75	5.46	5.15	.40	
						+ .80
3	48	4.17	5.14	5.37	1.20	
						+ .01
4	54	4.39	5.57	5.59	1.21	
						+ .01
5	43	4.72	6.23	5.95	1.22	
						+ .61
6	39	4.44	6.30	6.27	1.83	
						+ .29
7	60	4.27	6.23	6.37	2.12	

*F = 15.42, df = 5/259, $p < .01$

TABLE 3

ANALYSIS OF COVARIANCE: A COMPARISON OF EXPECTED READING GAINS WITH TIME IN PROGRAM

Mos. in Program	N	Expected Post	Posttest	Adjusted Post	Difference Between Expected & Adjusted Post	Difference Between Levels*
2	32	4.87	5.46	5.30	.43	
3	48	4.33	5.14	5.43	1.10	+ .67
4	54	4.62	5.57	5.62	1.00	– .10
5	43	5.05	6.23	5.92	.87	– .13
6	39	4.79	6.30	6.21	1.42	+ .55
7	60	4.65	6.23	6.26	1.61	+ .19

* $F = 9.572$, $df = 5/259$, $p < .01$

An inspection of the data in Table 4 shows that, for the 96 pupils for which scores on both the standardized and modified *Metropolitan Reading Test* were available, statistically significant gains were attained.

TABLE 4

COMPARISON OF GAINS IN READING ON MODIFIED AND STANDARDIZED *METROPOLITAN TESTS*

(N = 96)

	Mean Pre-test*	S.D. Pre	Mean Post-test**	S.D. Post	Actual Gain	t-Ratio	p <	Expected Posttest	Gain Above Expected	t-Ratio	p <
Standardized Metropolitan	4.30	1.52	5.16	1.61	.86	6.63	.0005	4.87	.29	2.13	.05
Modified Metropolitan	4.48	1.14	5.98	1.26	1.50	14.24	.0005	4.74	1.24	11.13	.005

* Pretest correlation between standardized and modified tests: r = .5461

** Posttest correlation between standardized and modified tests: r = .6349

A further comparison of the data obtained from these two measures raises some questions about the advisability of using the Modified Test. First, the correlation of .5461 between the pretests is very low for two presumably comparable instruments. Normally, a correlation of .90 is expected between different forms of the standardized *Metropolitan Reading Test*.

Secondly, the substantially lower standard deviation for the Modified Test raises doubt as to its reliability, i.e., the scores are clustered so much nearer the mean that individual pupil differences are difficult to distinguish.

Finally, having compared the mean gains scored on the two tests with a t-test, a highly significant difference was found ($p < .0001$), with the Modified Test results being almost double those of the Standardized Test. Since the Standardized Test results represented gains over a 10-month period whereas the Modified Test represented a pre-posttest hiatus of only 3-7 months, the use of the Modified Test as a measure of program effectiveness seems invalid. Indeed, considering the questions of concurrent validity and reliability raised above, and the availability of other standardized reading tests, the evaluation team recommends a new instrument for future program assessment.

Objective 2. This objective was to determine if 60 percent of the pupils receiving ESL instruction would advance at least two increments on the A-F scale. The data in Table 5 show that the criterion level was not attained. It can be seen, however, that 93 percent of the pupils achieved at least a one level gain on the A-F scale. This indicates some progress on the part of almost all the students in the program.

TABLE 5

ESL PUPIL GAINS ON THE A-F TEST
(N = 200)

Levels of Gain

No Gain		1 Level		2+ Levels	
#	%	#	%	#	%
14	7	108	54	78	39

Notwithstanding the failure to meet the criterion level, however, statistical analysis of the data (see Table 6) revealed that the difference between the pretest and posttest scores on the A-F test for all students was highly significant ($p < .0005$).

TABLE 6

TEST OF SIGNIFICANCE OF GAINS IN ESL
(N = 200)

Mean Pretest	S.D. Pre	Mean Posttest	S.D. Post	Gain	t-Ratio
1.2900	.45	2.6850	.71	1.395	27.06*

* $p < .0005$

Further analysis of the data (see Table 7) revealed that, when ESL students in the After School Curriculum Program who also participated in the day school (Title I) ESL program were compared with those without the day school ESL program, the difference was highly significant ($p < .0005$) in favor of the group who had both services.

TABLE 7

A[illegible]SIS OF COVARIANCE: COMPARISON OF PUPIL GAINS IN ESL

(N = 200)

	N	Mean Pre-test	Mean Post-test	S.E. Mean Difference	Gain	Adj. Post	Adj. Gain	F Ratio
ESL Day	81	1.20	2.78	.08	1.58	2.82	1.63	5.46*
No ESL Day	119	1.35	2.62	.07	1.27	2.59	1.24	

* ($p < .0005$)

Since the analysis of covariance adjusted the data for unequal pretest scores, it can be assumed that the disparately greater gain achieved by the 81 pupils in the day school Title I, ESL program was attributable to the effect of that instruction. This finding would tend to minimize the impact of the After School Curriculum Program in ESL. However, looking at the progress of the 119 pupils receiving only After School ESL instruction, it is evident that their gains were still significant.

Objective 3. The data in Table 8 show that, in the three tutoring domains of foreign language, social studies and mathematics, the criterion level of 60 percent of the population achieving a grade point average gain of .5 or more was attained.

TABLE 8

PUPIL GAINS IN GRADE POINT AVERAGE, SEPT. 1971-JUNE 1972

(N = 274)

	Number of pupils increasing .49 points or less	Number of pupils increasing .5 points or more	Percentage of pupils increasing by .5 points or more
Foreign language (N = 95)	6	89	93.7%
Social Studies (N = 66)	14	52	78.8%
Mathematics (N = 113)	41	72	63.7%
Totals	61	213	77.7%

The program supervisor reported that his ability to make referrals to the tutoring component was a most popular procedure with the community as it manifestly provided effective academic assistance for the many disadvantaged pupils in the school.

Objective 4. The objective to measure pupil growth in educational-occupational aspiration was not attempted, following the realization gained from the summer program that this attitude domain may not be an appropriate measure of program effectiveness. Certainly, the voluntary nature of participation of the After School Curriculum Study Center would introduce an aspirational bias into the data.

General. The program supervisor and teachers provided information which, although not definitive, yields certain insights into the program.

As observed above, the parents of many of the disadvantaged pupils attending the After School Curriculum Study Center saw the referral process as a positive response by the school to their needs. In this sense, it gave them a feeling that they had access to this community function.

Also, because of this program, pupils who failed to be graduated or promoted, could make up for lost ground during the fall and regain their former status. For instance, where because of a failing grade or substandard reading scores, students had been retained, by mid-year some were promoted or graduated. In this regard, 8 students were transferred from 6th to 7th grade, 9 were transferred from 7th to 8th, and 11 pupils were sent to the local high school. In the case of the high school, where a semi-annual organization allowed for such a promotion, considerable motivation was sustainable for these pupils, whereas, without the study center an entire year would have been lost.

SUMMARY AND CONCLUSIONS

In summary, the assessment of the After School Curriculum Study Center disclosed a tutorial effort encompassing a wide range of objectives. Small group and tutorial instructional techniques were employed in the areas of reading, ESL, mathematics, foreign languages, and social studies. Pupil progress was found in varying degree, although the causes of some pupil growth and the instruments used to measure certain activities were questioned.

In conclusion, several of the described activities in the After School Curriculum Study Center are worthy of note. First, the opportunity for upward academic mobility afforded some of the pupils by encouraging efforts leading to semi-annual promotion and/or graduation is commendable. It should be noted, however, that the total number of pupils thus affected was rather small.

Second, however, there was found to be a lack of teacher specialization in the program areas of reading and ESL. This condition, as well as stated program philosophy, is at variance with the cognitive thrust of the reading objective.

Third, the vacated personnel line designated for science instruction might have been utilized for betterment of the program.

Fourth, although the reading gains using the Modified Reading Test reported by the teachers were substantial, data were made available for only 96 of these (269) pupils on a pre-posttest basis on the Standardized *Metropolitan Reading Test.* The modification of this instrument by program personnel severely constrains the evaluation team from drawing any conclusions as to the program effectiveness in reading instruction.

Fifth, notwithstanding this constraint, a relationship between degree of improvement in reading and time in program was found. Should this trend be corroborated by data from a standardized instrument next year, it would be most supportive of the program's instructional techniques.

Sixth, the criterion level of 60 percent of the ESL pupils achieving gains of two or more levels was not attained. Nevertheless, significant gains in ESL were found by the evaluation team. Whether these gains can be attributed to the After School Curriculum Study Center is questionable since there was no control group.

Finally, the increase in grade point average of .5 by 77 percent of the pupils, considering their disadvantaged status, indicates that the tutoring and instruction offered in the academic areas was effective.

RECOMMENDATIONS

The effects of the program on the pupils and the overall assessment of program operation lead to the following recommendations:

1. If available, teachers with specializations in reading and ESL ought to be assigned responsibilities in the program. If none are on staff in the school, inservice training should be provided in order to upgrade the instruction.

2. It should be assured that, where vacancies occur in program staff, personnel will be assigned to maintain as high a degree of compensatory effort as possible.

3. If the program supervisor deems the standardized *Metropolitan Reading Test* as inappropriate for assessment of the program, a *standardized* alternative should be selected prior to program inception. This measure should be administered to all potential participants as a uniform screening device, and on a posttest basis at the time of program exit.

4. Pupils who score at least two years below grade on the pretest ought to be retained in the program for its full duration, unless they demonstrate an extraordinary increase in skills prior to that date.

5. Given the large number of non-English speaking pupils in I.S. 61, a sample of those students not receiving compensatory instruction ought to be designated as a control group for the ESL component. This will permit more definite statistical inference regarding the effects of the program.

6. In light of the great manifested need for a more intensive compensatory effort in the areas of reading and ESL, reconsideration should be given to program priorities. Specifically, it is suggested that available funds might be better utilized if the services for substandard readers and non-English speaking pupils were more concentrated in the future.

GUIDANCE SERVICES

PROGRAM OBJECTIVES

Objectives of the guidance program for 1971-72 in District 24 were:

1. To reduce adjustment problems of Open Enrollment pupils through services of guidance counselors.

2. To relate counseling services to specific personal adjustment problems of pupils.

3. To provide guidance services for pupils with special learning problems.

4. To help improve pupils' attitudes toward reading.

EVALUATION OBJECTIVES

In consonance with the program objectives, the evaluation objectives were:

1. To determine the reduction in adjustment problems of Open Enrollment pupils through services of guidance counselors.

2. To determine the relationship between the content of contacts with a counselor and reduction in number of problems indicated by pupils, if there are significant reductions in adjustment problems.

3. To determine degree of improvement in pupils' attitudes toward reading.

METHODS OF DATA COLLECTION

The procedures used to ascertain whether or not the evaluation objectives had been met were specific to each objective. This section describes the various procedures in detail.

Objective 1. In order to assess reduction in adjustment problems it was necessary to select instruments, determine a sample to be tested, administer the instruments, score them and analyze the data collected.

1. **Instruments**

Instruments were selected which specifically measure pupils' perceptions of their problems; The *Mooney Problem Checklist* for grades 7-9; and, the *Wishart Problem Checklist* for grades 4-6. The *Mooney Problem Checklist* (Junior High School Form) yields results which indicate the number of problems reported by the pupils in each of seven categories: Health and Physical Development; School; Home and Family; Money, Work and Future; Boy and Girl Relationships; Relationships to People in general and, Self-centered Concerns. The *Wishart Problem Checklist* yields results in four problem categories: School; Family; Personal-Social; and Health. It was impossible to find an instrument appropriate for use with children in grades 1-3. Therefore, an opinionnaire was sent in May to all teachers in those grades who had Open Enrollment children in their classes. (See Appendix Q.)

2. **Sample**

In order to determine the sample from the population, Open Enrollment guidance counselors were asked in November to indicate the numbers of Open Enrollment children in each class. Sampling procedures included randomized cluster samples by class in each school, except when it was necessary to include all pupils so that comparisons by school could be made. Table 1 shows total number of Open Enrollment pupils by school and grade. Table 2 shows the results of the sampling procedure and the numbers of pupils who completed the pretest. Table 3 indicates the numbers of pupils who completed the posttest and were, therefore, included in the final sample.

TABLE 1

NUMBERS OF OPEN ENROLLMENT CHILDREN BY SCHOOL AND GRADE

	GRADE						
School	4	5	6	7	8	9	Total
71	33	26	20				79
81	37	30	31				98
87	11	32	10				53
88	23	20	22				65
91	11	14					25
153	18	25	18				61
JHS 73				19	17	11	47
JHS 93				91	93	71	255
Total	133	147	101	110	110	82	683

TABLE 2

NUMBERS AND PERCENTAGES OF OPEN ENROLLMENT CHILDREN IN THE PRE-TEST SAMPLE

	GRADE							
School	4	5	6	7	8	9	Total	% of Population
71	20	16	9				45	56
81	19	11	16				46	47
87	11	28	10				49	92
88	17	18	18				53	80
91	9	14					23	
153	7	13	13				33	55
JHS 73				14	13	9	36	76
JHS 93				39	35	26	100	39
Total	83	100	66	53	48	35	385	56

TABLE 3

NUMBERS AND PERCENTAGES OF OPEN ENROLLMENT CHILDREN IN THE FINAL SAMPLE

	GRADE							Pretest	
School	4	5	6	7	8	9	Total	% of Sample	% of Population
71	17	12	9				38	84	50
81	19	10	14				43	94	44
87	10	21	7				38	77	72
88	15	15	17				47	88	72
91	8	14					22	96	88
153	7	11	8				26	79	43
JHS 73				9	10	7	26	72	55
JHS 93				28	14	16	58	58	23
Total	76	83	55	37	24	23	298	77	44

Thus, it can be seen that 44 percent of the Open Enrollment pupils represented the population for purposes of this evaluation. One can assume generalizability to the total population.

It is necessary to point out that in PS 153, all Open Enrollment children were to have been included in the sample. However, due to discipline problems during the pretesting session, only 55 percent of the children completed the instruments. Thus, they became the sample. Also, in JHS 93, there is a sizeable drop in the number of students from the pretest sample to the final sample. The reason for this attrition is not known. In general, more of the sample was retained than had been expected.

Comparisons were made between boys and girls and between those pupils in the Corrective Reading Program and those who were not participating in that program. Table 4 gives summary information regarding numbers by sex.

TABLE 4

BREAKDOWN OF TOTAL SAMPLE BY SEX

Grade Level	Boys	Girls
4-6	107	107
7-9	32	52
Total	139	159

In Table 5, summary information regarding Corrective Reading Program involvement is given.

TABLE 5

READING PROGRAM DESIGNATION OF SAMPLE

Grade Level	Corrective Reading	Non-corrective Reading
4-6	144	70
7-9	41	43
Total	185	113

3. **Testing Procedures**

The administration of the instruments, grades 4-9, took place in December (pretest) and May (posttest) in each school. There were a number of problems surrounding the test administration, including lack of understanding of the purpose on the part of some principals and counselors, inadequate space and discipline. However, the instruments were read to the pupils by the evaluators, as is standard procedure for using such instruments, and there was a general impression that the pupils were serious and conscientious about indicating their true feelings about each item, although some expressed suspicion. Specific recommendations stemming from problems which arose in the process of testing will be included in the recommendations section of this report.

4. Treatment of the Data

Scoring for the *Mooney* and *Wishart Problem Checklists* was according to standardized procedures and yielded summed scores for each child for each problem category. The scores were analyzed in a number of ways.

It was most important to determine whether or not the numbers of perceived and reported problems in the specific categories decreased between December and May. In addition, data were analyzed by grades within each school and among schools, by sex and according to reading program designation.

Difference scores were obtained for each child for each problem category and the t-test for correlated samples and analysis of covariance tests were used to determine degree of significance of differences. The .05 level was used as the minimum level for significance.

Evaluation procedures for grades 1-3 differed from the above, as explained earlier. The *Teacher Opinionnaire* was sent in May to each teacher in each school and was returned by mail to the evaluators. Of the 67 opinionnaires sent out, 35 were returned before June 29, representing, approximately, a 50 percent return. Opinionnaire responses were summarized by school and general conclusions were drawn. No statistical analyses were made of opinionnaire data.

Objective 2. Where statistically significant differences were found in the basic data, the content of counseling contacts was examined to determine possible relationships between reduction in numbers of problems by test category and counseling contact data. Each guidance counselor was given a *Counseling Contact Sheet* for each pupil (Appendix R). These Contact Sheets were kept from November until May and were collected at the time of the posttest. The counselors were instructed to place a check mark in the appropriate problem category and indicate the date for each counseling contact. Contact Sheets were maintained on each child and were summarized.

Objective 3. In order to evaluate degree of improvement in reading attitude, the *Reading Attitudes Survey* portion of the *Stanford Diagnostic Test* was administered to each child in the sample, grades 4-9, at the same time as the problem checklists. Statistical treatment and level of significance were the same as for the other instruments.

In order to gather data which could be of general use in understanding the program and problems of guidance services for Open Enrollment children in District 24, interviews were held by the evaluators with each counselor in their offices during March. A structured interview was used (Appendix S). The information gained will be used in this report wherever appropriate and will be so labelled.

DESCRIPTION OF PROGRAM IN OPERATION

The guidance program for Open Enrollment pupils in District 24 can best be described by discussing personnel involved, the actual program, and operational problems.

Personnel. Each school in which the guidance program for Open Enrollment pupils was evaluated had the services of a guidance counselor half-time. In four schools, the same counselor was assigned to district children for the other half of his or her time. In the other four schools, one counselor was assigned half-time to each of two schools. Table 6 illustrates the nature of the assignments.

TABLE 6

COUNSELOR ASSIGNMENTS BY SCHOOL

School	Counselor Code	Counselor Assignments O.E. Time	Other Time
PS 81	1	½	½
87	2	½	½
88	3	½	½
153	4	½	½
71	5	½	–
91	5	½	–
JHS 73	6	½	–
93	6	½	–

In addition, a full-time Coordinator of District 24 Open Enrollment Reading and Guidance Programs began her duties on November 9, 1971. The Coordinator transferred to another district early in January, 1972, and was not replaced.

As was indicated in the evaluation report of the 1970-71 guidance program, the guidance counselors are all qualified by nature of training and experience to be in their positions. Likewise, they are committed to helping the children in whatever ways they can. However, they seem to feel pressure for their prime commitment to the District children.

The above-mentioned guidance personnel met with the evaluators on November 22, 1971, under the leadership of the Coordinator of Open Enrollment, to discuss the Open Enrollment program and evaluation objectives and procedures.

Program. From information gathered in the various contacts with the counselors and teacher opinionnaire contact sheets, and from observation, the guidance program for

Open Enrollment children is generally based upon individual contacts between the counselor and a child. At the time of the structured counselor interviews in March, most of the Open Enrollment children had been seen at least once by their counselors. Table 7 shows types of counselor-pupil contacts by category.

TABLE 7

CONTENT OF COUNSELOR-PUPIL CONTACTS BY SCHOOL AND PROBLEM CATEGORY

School	Health & Phys. Devel.	School	Home & Family	Money Work Future	Boy-Girl Relat.	Relat. to People	Self Concern
71	43	156	108	95	8	120	121
81	22	97	59	17	41	56	39
87	7	61	31	2	5	26	32
88	29	57	48	33	3	39	35
91	36	95	50	51	3	68	70
153	1	52	18	7	1	48	9
JHS 73	2	100	2	0	0	1	1
JHS 93	38	59	1	0	0	0	0

Note: The above numbers do not represent the number of separate conferences held between counselors and pupils but content of the conferences. One conference could have covered a number of categories.

Pupils were involved in group counseling to a very limited degree. Counselor time was also spent in conferences with teachers. Most parent contacts, and these were very few, were by telephone. A list of referral agencies was provided for the counselors and some referrals were made when deemed necessary. Two meetings were held for all Open Enrollment counselors: one on November 22, as mentioned above; the other on May 12, 1972, for training in use and distribution of some group guidance materials, called by the Coordinator of Federal Programs. Pretests (*Mooney, Wishart* and *Reading Attitudes Survey*) were distributed by the evaluators in January, 1972, following scoring, for the use of the counselors in working with the children.

Operational Problems. As perceived by most of the counselors, lack of coordination of guidance services for Open Enrollment children, the need for in-service training, especially in group work, the need for trained personnel to make home contacts and the need for paraprofessional and secretarial assistance were the major obstacles to a better guidance program. The evaluators are in accord with these concerns. One counselor had inadequate office space, as mentioned in the interim report, and this inadequacy was not rectified. Two counselors were involved with many more than their permitted allotment of District children, and they did nothing to change the situation. Another program problem which was mentioned was the lack of involvement for parents of Open Enrollment children and their lack of involvement in school activities. Some counselors also indicated that earlier pretesting would have been helpful in that they could have been using the information in their work with the children to a much greater degree and that pretesting of all Open Enrollment children in all schools might have been helpful in terms of use of test results in counseling.

In general, two of the program problems of additional concern to the evaluators is a lack of operational coordination between reading and guidance personnel and lack of counselor input in the instructional process.

Recommentations for future guidance programs for Open Enrollment children will be made in the appropriate section of this report.

EFFECTS OF THE PROGRAM ON CHILDREN

This section of the report describes the results of the evaluation procedures. Included are analyses of test results, of content of counselor contacts and information from Teacher Opinionnaires for grades 1-3. Summaries are made and conclusions drawn.

Results for Grades 7-9. The results of analyzed data are herein presented for each of the evaluation objectives. Then, the results are summarized and conclusions are drawn.

1. Results in Adjustment Problems

The first objective was to determine the reduction in adjustment problems of Open Enrollment pupils through services of guidance counselors. There were, as was pointed out earlier, two junior high schools enrolling Open Enrollment pupils, and both were serviced by the same guidance counselor. When comparing the two schools, using analysis of covariance for the *Mooney Problem Checklist* scores, a number of statistically significant differences were found. JHS 73 students indicated significantly fewer numbers of problems from pretest to posttest in the Home and Family, and Relationship with People in General categories when compared with students in JHS 93. However, pupils in JHS 93 indicated a significantly fewer number of problems from pretest to posttest in the Money-Work-Future, Boy-Girl Relationship and Self-Concerns categories than pupils in JHS 73. There was also a significant difference in the total number of problems indicated: JHS 73 pupils scored significantly lower from the pretest to the posttest. The data are shown in Table 8.

TABLE 8

SIGNIFICANT MEAN DIFFERENCES IN PROBLEM CATEGORIES JUNIOR HIGH SCHOOL SAMPLES

Mooney Problem Category	Statistical Categories for Analysis of Covariance	JHS 73 N = 26		JHS 93 N = 58
Home and Family	Pretest mean	8.19		3.26
	Adjusted posttest mean	7.08		3.62
	Mean difference	–1.11		+ .36
	F-ratio		20.985	
	Level of significance		< .01	
Money, Work Future	Pretest mean	8.77		6.67
	Adjusted posttest mean	9.29		4.58
	Mean difference	+ .52		–2.19
	F-ratio		28.807	
	Level of significance		< .01	
Boy-Girl Relationships	Pretest mean	4.81		3.21
	Adjusted posttest mean	4.36		2.37
	Mean difference	– .45		– .84
	F-ratio		11.818	
	Level of significance		< .01	
Relationships with People in General	Pretest mean	5.81		3.81
	Adjusted posttest mean	5.18		3.26
	Mean difference	– .63		– .55
	F-ratio		6.981	
	Level of significance		< .01	
Self-Concerns	Pretest mean	9.69		6.76
	Adjusted posttest mean	8.75		5.63
	Mean difference	– .94		–1.13
	F-ratio		10.255	
	Level of significance		< .01	
Total Mooney Score	Pretest mean	55.04		35.45
	Adjusted posttest mean	49.36		31.79
	Mean difference	–5.68		–3.66
	F-ratio		17.369	
	Level of significance		< .01	

Note: 1/71 D.F. for all analyses.

When the scores of pupils in the corrective reading program were compared, by means of analysis of covariance, with those of pupils not in the program, only the School problem category yielded significant results. As can be seen in Table 9, Corrective Reading pupils indicated fewer problems in May, while non-corrective reading pupils indicated more in the School category.

TABLE 9

SIGNIFICANT MEAN DIFFERENCE BETWEEN CORRECTIVE READING AND NON-CORRECTIVE READING JHS PUPILS IN SCHOOL PROBLEMS

Reading Program	N	Pretest $\bar{X}$	Adjusted Posttest $\bar{X}$	D	D.F.	F-ratio	Level of Significance
C.R.	41	10.15	8.28	–1.87	1/81	6.738	$< .05$
Non-C.R.	43	7.79	10.55	+2.76			

There was also a significant difference between boys and girls in the Self-Concerns problem category when their pre and posttest scores were compared by analysis of covariance. Boys seemed to have more self concerns by May; girls seemed to have fewer; and, there was a significant difference between the two. Table 10 provides the data.

TABLE 10

SIGNIFICANT MEAN DIFFERENCE BETWEEN JHS BOYS AND GIRLS IN SELF CONCERNS

Sex	N	Pretest $\bar{X}$	Adjusted Posttest $\bar{X}$	D	D.F.	F-ratio	Level of Significance
Boys	32	7.06	7.92	+ .86	1/81	5.214	$< .05$
Girls	52	8.04	5.72	–2.26			

When comparing pre and posttest scores for all pupils, grades 7-9, by use of a t-test for correlated groups, it was found that these pupils indicated significantly fewer problems in May in four problem areas: Health and Physical Development; Money-Work-Future; Boy-Girl Relationships; and, Self Concerns. There were no significant differences from pre to posttest in these problem categories: School; Home and Family; and, Relationships with People in General. The necessary figures for the significant differences can be seen in Table 11.

TABLE 11

SIGNIFICANT MEAN DIFFERENCES ON *MOONEY* CATEGORIES FOR JHS SAMPLES

Category	N	Pretest $\bar{X}$	Posttest $\bar{X}$	D.F.	t-ratio	Level of Significance
Health and Physical Development	84	4.67	3.62	83	3.572	< .01
Money, Work, Future	84	7.32	6.03	83	2.617	< .01
Boy-Girl Relationships	84	3.70	2.99	83	2.156	< .05
Self Concerns	84	7.67	6.60	83	1.973	< .05

The t-test for correlated groups also yielded some significant differences for Corrective Reading pupils as a group and for Non-Corrective Reading pupils as a group. Correcting Reading JHS pupils indicated significantly fewer problems on the posttest in five problem categories: Health and Physical Development; Money-Work-Future; Boy-Girl Relationships; Relationships with People in General; and Self Concerns. These pupils also indicated significantly fewer problems as a whole when the total scores of pre and posttest were compared. Table 12 shows these significant t-ratios.

TABLE 12

SIGNIFICANT MEAN DIFFERENCES ON *MOONEY* CATEGORIES FOR CORRECTIVE READING PUPILS

Problem Category	N	Pretest $\bar{X}$	Posttest $\bar{X}$	D.F.	t-ratio	Level of Significance
Health and Physical Development	41	5.2	3.54	40	3.851	.01
Money-Work-Future	41	8.41	6.90	40	1.910	.05
Boy-Girl Relationships	41	4.68	3.68	40	1.779	.05
Relationships with People in General	41	5.68	4.02	40	2.341	.05
Self Concerns	41	8.90	6.78	40	2.333	.05
Total Score on Mooney	41	49.22	39.59	40	2.730	.01

There were no significant differences from pre to posttest in the School or Home and Family problem categories for Corrective Reading pupils.

When the pre and posttest scores were compared for pupils not in corrective reading, two problem categories changed significantly. The pupils reported a significantly greater number of School problems and a significantly fewer number of Money-Work-Future problems. The t-test for correlated groups analysis are presented in Table 13.

TABLE 13

SIGNIFICANT MEAN DIFFERENCES ON *MOONEY* CATEGORIES FOR NON-CORRECTIVE READING PUPILS

Problem Category	N	Pretest $\bar{X}$	Posttest $\bar{X}$	D.F.	t-ratio	Level of Significance
School	43	7.79	9.77	42	–3.082	.01
Money-Work-Future	43	6.28	5.21	42	1.782	.05

When the scores for boys and girls were analyzed in separated groups by use of the t-test correlated groups, there were no significant differences from pretest to posttest for the boys. However, there were some significant changes for the girls. They indicated significantly fewer numbers of problems in the Health and Physical Development, Money-Work-Future and Self Concerns categories, as well as on the Total *Mooney* Scores. Table 14 presents the data.

TABLE 14

SIGNIFICANT MEAN DIFFERENCES ON *MOONEY* CATEGORIES FOR GIRLS

Problem Category	N	Pretest $\bar{X}$	Posttest $\bar{X}$	D.F.	t-ratio	Level of Significance
Health & Physical Development	52	5.19	3.77	51	4.422	.01
Money-Work-Future	52	7.44	5.75	51	2.923	.01
Self Concerns	52	8.00	6.00	51	2.776	.01
Total Mooney	52	43.37	37.10	51	2.136	.05

Additional information was gained by examining each problem category on the *Mooney Problem Checklist* in both junior high schools and determining the number and percentage of pupils who indicated a greater or fewer number of problems or whose scores stayed the same, on the posttest. The data are presented in Table 15 and were not treated statistically.

As shown in Table 15, in JHS 73 there was a greater percentage of pupils who indicated fewer problems in Health and Physical Development between December and May than who indicated a greater number of problems. The opposite case applied for all other categories. That is, a greater percentage of pupils indicated a greater number of problems in May than they had in December in the School, Home and Family, Money-Work-Future, Boy-Girl Relationships, Relationships to People in General and Self Concerns categories. For JHS 93, the number of problems indicated by category went down for a greater number of pupils in Health and Physical Development, Home and Family, Money-Work-Future, Boy-Girl Relationships, Relationships to People in General and Self Concerns. Only in the School problem category did the number of problems increase for a greater number of pupils than decrease.

TABLE 15

FREQUENCIES, DIRECTION AND PERCENTAGES OF PRE-POST DIFFERENCES BY SCHOOL FOR EACH *MOONEY* CATEGORY

School	N	Health & Physical Development			School			Home & Family			Money-Work-Future			Boy-Girl Relationships			Relationships to People in General			Self Concern		
		–	0	+	–	0	+	–	0	+	–	0	+	–	0	+	–	0	+	–	0	+
JHS 73	26	19	3	4	11	3	12	9	4	13	11	1	14	11	3	12	9	4	13	9	4	13
	% of N	73	12	15	42	12	46	35	15	50	42	4	54	42	12	46	35	15	50	35	15	50
JHS 93	58	33	13	12	22	8	26	28	14	16	41	6	11	34	13	11	25	14	19	36	4	18
	% of N	57	22	21	38	14	48	48	24	28	71	10	19	59	22	19	43	24	33	62	7	31

Key: – = number of pupils indicating fewer problems on posttest

0 = number of pupils indicating the same number of problems on posttest

+ = number of pupils indicating more problems on posttest

2. Relationship Between Contacts with Counselors and Problem Reduction

The second objective of the evaluation was to determine the relationship between the content of contacts with a counselor and reduction in number of problems indicated by pupils where statistically significant differences were found. By referring to Table 7, it is possible to examine this objective. In both junior high schools, the content of an overwhelming number of counselor-pupil contacts centered around school concerns. In JHS 93, pupils seemed to discuss Health and Physical Development problems to a great extent as well. In general, the data presented in discussion of evaluation objective #1 showed that school problems decreased for only one segment of the junior high school sample, the Corrective Reading pupils, and actually increased for pupils who were not in corrective reading. Also Health and Physical Development was not one of the problem areas in which JHS 73 pupils had significantly lower scores. It is clear that conclusions cannot be drawn which relate reported content of counselor-pupils contacts and test scores.

3. Improvement in Pupils' Attitudes Toward Reading

The third evaluation objective was to determine the degree of improvement in pupils' attitudes toward reading. Through analysis of scores, pre and posttest, on the *Reading Attitude Survey*, by means of a t-test for correlated samples, a number of significant differences became evident. Reading attitude scores were significantly lower on the posttests when all JHS pupils were taken as a whole, and when the Corrective Reading subgroup, Non-Corrective Reading subgroup, and female subgroup pre and posttest scores were compared. Table 16 presents the data.

TABLE 16

SIGNIFICANT MEAN DIFFERENCES FOR JHS SAMPLE IN READING ATTITUDES

Subject Group	N	Reading Attitude Pretest Mean	Reading Attitude Posttest Mean	D.F.	t-ratio	p
All JHS Sample	84	20.10	18.93	83	2.529	.01
Corrective Reading	41	19.80	18.61	40	1.791	.05
Non-Corrective Reading	43	20.37	19.23	42	1.765	.05
Girls	52	20.06	18.65	51	2.536	.01

4. Summary and Conclusions, Grades 7-9

To summarize the data analyses herein reported for all evaluation objectives, the following statements can be made.

When scores of pupils in JHS 73 were compared with pupils in JHS 93, the former group indicated fewer problems related to home and people in general, while those in the latter group indicated fewer problems related to money, work and future, relationships with the opposite sex, and self.

Pupils in JHS 73 indicated fewer problems in general than did those in JHS 93.

When scores of Corrective Reading pupils were compared with those of pupils not in the program, Corrective Reading participants reported a significantly fewer number of problems related to school.

When scores of Corrective Reading pupils were considered on pre-posttest basis, they were significantly lower on the posttest in Health and Physical Development, Money-Work-Future, Boy-Girl Relationships, Relationships with People in General, and Self Concerns.

Corrective Reading pupils also indicated a significantly fewer number of problems on the whole in May than they had in December.

Non-Corrective Reading pupils as a group reported a significantly greater number of School problems and a fewer number of Money-Work-Future problems in May.

Boys indicated more Self Concerns in May when compared with girls.

As a group, girls indicated a significantly fewer number of problems in May in Health and Physical Development, Money-Work-Future, Self Concerns and Total *Mooney* Score.

In general, pupils in junior high school indicated fewer problems in May than they had in December in Health and Physical Development, Money-Work-Future, Boy-Girl Relationship and Self Concerns.

There were no categories in which all pupils, as a whole, indicated a statistically significant increase in the number of reported problems.

However, a greater percentage of junior high school pupils reported more school related problems in May than they had in December.

The type of problem most often talked about with the counselor was related to school in both junior high schools.

Attitudes toward reading became significantly more negative for junior high school pupils.

Conclusions drawn from the data for pupils in grades 7-9 are as follows.

It cannot be concluded that guidance services were related positively to problem reduction or resolution.

Pupils in grades 7-9 seemed to have resolved some problems, but the source of help was not attributable to contacts with the counselor.

Since pupils in the Corrective Reading Program indicated fewer school related problems and since the scores in the School problem area increased significantly for Non-Corrective Reading pupils, it might be concluded that the Corrective Reading Program serves a vital guidance function.

This same conclusion can be drawn when looking at the data which showed significantly fewer problems in May for the Corrective Reading pupils in Health and Physical Development, Money-Work-Future, Boy-Girl Relationships, Relationships with People in General, and Self Concerns, as well as total problem score.

Boys, as a group, did not progress toward problem resolution to the degree that girls did, and it might be concluded that identification with a female counselor and predominantly female teachers was a factor.

The pupils in JHS 93 seem to have more concerns than those in JHS 73.

More negative attitudes toward reading cannot be overlooked.

Results for Grades 4-6. The results of analyzed data are herein presented for each of the evaluation objectives. Then, the results are summarized and conclusions are drawn.

1. Reduction in Adjustment Problems

The first objective was to determine the reduction in adjustment problems of Open Enrollment pupils through services of guidance counselors. In the basic analysis, using analysis of covariance, it was found that there were no statistically significant differences in the following problem areas for grades 4-6: School Days; Personnel and Health. That is, when comparing pretest and posttest scores by school, sex, and reading program designation, no significant differences occurred in these areas. The data showed significant differences between pupils in the Corrective Reading Program and those who were not in that program in the Family problem area on the *Wishart*. As shown in Table 17, Non-Corrective Reading pupils indicated significantly fewer problems on the posttest than did Corrective Reading pupils.

TABLE 17

SIGNIFICANT MEAN DIFFERENCE ON FAMILY PROBLEM CATEGORY BY READING PROGRAM DESIGNATION

Reading Designation	N	Pretest $\bar{X}$	Adjusted Posttest $\bar{X}$	D.F.	F-Ratio	Level of Significance
Corrective Reading	144	37.57	37.53	1/211	3.89	$< .05$
Non-Corrective Reading	70	37.47	35.24			

When comparing pre and posttest scores for all pupils, grades 4-6, by use of the t-test for correlated groups, some additional significant differences were found. A significant difference at the .01 level occurred in the School Days problem category: pupils indicated a significantly greater number of problems on the posttest than they had on the pretest. Another significant difference was found in the Health problem category for all students, grades 4-6. The data showed significantly fewer problems on the posttest in the Health category. Table 18 gives the necessary figures for these two differences.

TABLE 18

SIGNIFICANT MEAN DIFFERENCES FOR THE *WISHART* PROBLEM CHECKLIST

Problem Category	N	Pretest $\overline{X}$	Posttest $\overline{X}$	D.F.	t-Ratio	Significant Level
School Days	214	26.71	28.96	213	–2.725	< .01
Health	214	32.54	30.98	213	2.196	< .05

There were also some significant differences for corrective reading and non-corrective reading pupils, grades 4-6, as a result of the t-test for correlated groups. Corrective reading pupils reported a significantly greater number of problems in the School Days category and significantly fewer problems in the Health category between the pretest and the posttest. Non-corrective reading pupils reported significantly fewer problems on the posttest in the Family category. Table 19 reports the figures for these differences.

TABLE 19

SIGNIFICANT MEAN DIFFERENCES ON THE *WISHART* PROBLEM CHECKLIST ACCORDING TO READING PROGRAM DESIGNATION

Problem Category	Reading Designation	N	Pretest $\overline{X}$	Posttest $\overline{X}$	D.F.	t-Ratio	Significant Level
School Days	Corrective	144	27.63	30.47	143	–1.618	< .01
Health	Corrective	144	33.33	30.90	143	2.656	< .01
Family	Non-Corrective	70	37.47	35.21	69	2.040	< .05

Additional statistically significant differences were found for girls in the School Days and Health problem categories based on a t-test for correlated groups. All girls, grades 4-6, reported a greater number of problems on the posttest in the School Days category and fewer in the Health category. No significant differences were found for boys. Table 20 reports the figures for the significant differences for girls.

TABLE 20

SIGNIFICANT MEAN DIFFERENCES FOR GIRLS ON THE *WISHART* PROBLEM CHECKLIST

Problem Category	N	Pretest $\bar{X}$	Posttest $\bar{X}$	D.F.	t-Ratio	Significant Level
School Days	107	26.53	29.41	106	–2.210	.05
Health	107	34.44	32.59	106	2.038	.05

Some additional information was gained by examining each problem category and determining, by school, how many pupils indicated more problems on the posttest than they had on the pretest. The data was not treated statistically. Table 21 represents the frequencies and percentage in each problem category.

TABLE 21

FREQUENCIES, DIRECTION AND PERCENTAGES OF PRE-POST DIFFERENCES BY SCHOOL FOR EACH *WISHART* CATEGORY

		School Days			Family			Personal			Health		
School	N	–	0	+	–	0	+	–	0	+	–	0	+
71	38	17	2	19	22	1	15	20	1	17	19	4	15
	% of N	45	5	50	58	3	39	52	3	45	50	11	39
81	43	13	3	27	22	1	20	20	3	20	20	3	20
	% of N	30	7	63	51	2	47	47	7	46	47	7	46
87	38	13	2	23	18	0	20	16	3	19	24	4	10
	% of N	34	5	61	47	0	53	42	8	50	63	11	26
88	47	18	2	27	24	2	21	20	2	25	24	1	22
	% of N	39	4	57	51	4	45	43	4	53	51	2	47
91	22	7	1	14	12	0	10	12	3	7	16	3	3
	% of N	32	4	64	55	0	45	55	13	32	73	13	12
153	26	10	0	16	11	0	15	10	1	15	16	0	10
	% of N	38	0	62	42	0	58	38	4	58	62	0	38

Key:
– = number of pupils indicating fewer problems on posttest
0 = number of pupils indicating the same number of problems on posttest
+ = number of pupils indicating a greater number of problems on posttest

It is important to note that in all the schools more students indicated problems in the School Days category in May than they had in November. In the Family problem category, the posttest frequency was greater in PS 153 only. Personnel problem frequencies increased in Schools 87, 88, and 153 and decreased in 71 and 91. Health problem frequencies went down in all schools except 81, where the same number of pupils indicated more problems in that area as that number who indicated fewer.

2. Relationship Between Contacts With Counselors And Problem Reduction

The second objective of the evaluation was to determine the relationship between the content of contacts with a counselor and reduction in numbers of problems indicated by pupils where statistically significant differences were found. In order to determine whether or not this objective was met, it is necessary to look more closely at the data provided in Table 7. A rank ordering of the problem categories discussed by counselors and pupils is presented in Table 22.

TABLE 22

RANK ORDER OF PROBLEM CONTENT IN COUNSELOR-PUPIL CONTACTS WITHIN EACH SCHOOL

School	Health & Physical Development	School	Home & Family	Money-Work-Future	Boy-Girl Relationships	Relationship to People in General	Self Concerns
71	6	1	4	5	7	3	2
81	6	1	2	7	4	3	5
87	5	1	3	7	6	4	2
88	6	1	2	5	7	3	4
91	6	1	5	4	7	3	2
153	6.5	1	3	5	6.5	2	4
Mean	5.91	1.00	3.16	5.50	6.25	3.00	3.16
Rank for total group	6	1	3.5	5	7	2	3.5

It is clear that School problems were discussed more often by counselors and pupils in all schools than were any other problems. However, data presented earlier indicated that School problems, as perceived and reported by the pupils, increased in all schools.

Table 22 also shows that Health problems ranked generally low among the categories and, yet, in general it was found that pupils reported fewer Health problems at the time of the posttest. Home and Family, Relationships with Others, and Self Concerns were discussed quite often and yet personal and family problems increased.

3. Improvement in Pupils' Attitudes Toward Reading

The third evaluation objective was to determine the degree of improvement in pupils' attitudes toward reading. For pupils in grades 4-6, there were no significant differences in scores on the Reading Attitudes Survey between the pre and posttests, as measured by the correlated t-test. When examining the responses of pupils, by grade and school, to determine how many pupils improved their attitudes as compared with the number of pupils whose scores went down, it was found that attitude toward reading seemed to improve for pupils in three schools and seemed to become more negative in three schools. Table 23 presents these figures.

TABLE 23

FREQUENCIES AND DIRECTION OF PRE-POST DIFFERENCES FOR SCHOOL AND GRADE ON THE *READING ATTITUDE SURVEY*

			READING ATTITUDE		
School	Grade	N	Improvement	Some	More Negative Attitude
71	4	17	8	1	8
	5	12	7	1	4
	6	9	5	1	3
	T	38	20	3	15
81	4	19	8	4	7
	5	10	5	0	5
	6	14	5	2	7
	T	43	18	6	19
87	4	10	5	2	3
	5	21	8	2	11
	6	7	5	0	2
	T	38	18	4	16
88	4	15	6	1	8
	5	15	5	5	5
	6	17	5	1	11
	T	47	16	7	24
91	4	8	4	1	3
	5	14	9	3	2
	T	22	13	4	5
153	4	7	0	1	6
	5	10	2	0	8
	6	8	4	2	2
	T	25	6	3	16

Thus, in general, there was some improvement in attitude toward reading in schools 71, 87, and 91 and more negative attitudes by May in 81, 88 and 153.

4. Summary and Conclusions, Grades 4-6

To summarize the data analyzed and reported herein for all evaluation objectives the following statements can be made:

In general, pupils in grades 4-6 indicated more problems in the School Days area in May than they had in December.

In general, these pupils indicated fewer problems in the Health area in May when compared with December responses.

When comparing corrective reading and non-corrective reading pupils, it was found that corrective reading pupils indicated more problems in the Family and School Days areas and fewer in the Health area by the end of the school year.

Girls reported a greater number of School Days problems and fewer Health problems in May than they had in November.

In general, School Days problems increased more than any others, while Personal problems, and Family problems followed in frequency of increase.

In general, Health problem frequencies went down.

Conclusions drawn from the data for pupils in grades 4-6 are as follows:

It cannot be concluded that there was a positive relationship between problem resolution and guidance services.

Perhaps counselor-pupil contacts helped to make pupils more aware of their problems and thus more willing to indicate what was bothering them at the time of the posttests.

The overwhelming increase in reported problems having to do with School is clear.

The increase in School Days problems for pupils in the Corrective Reading Program must be examined more closely and not overlooked.

Corrective Reading pupils represented the only group of pupils whose problems having to do with Family increased significantly.

There was no significant improvement in pupils' attitudes toward reading.

Results for Grades 1-3. As stated several times earlier, the data for grades 1-3 do not speak to the formal evaluation objectives. Of the opinionnaire replies received from teachers, each of the six elementary schools was represented. The Opinionnaire is available in Appendix Q.

The 35 teachers who replied had a total of 132 Open Enrollment pupils in their classes. Of these pupils, approximately half were referred to guidance counselors for all of the reasons listed in question #4. In only one school did the teachers report that the counselor had seen most of the children during the year and all teachers recommended that there be more contacts and more regular contacts between pupils and counselors. Teachers also recommended that the counselors be more available to teachers for advice and feedback and that there be more home contacts. There was only one school in which teachers felt the guidance counselor was helpful to children. In five schools, the majority of the teachers indicated that counselors were, in their opinions, of very little help to children.

Conclusion

It must be concluded that teachers in grades 1-3 do not feel positively toward the roles which the counselors have fulfilled. It is unfortunate that there are no data available which would support or refute the teacher opinions.

SUMMARY AND CONCLUSIONS

In examining the effects of the guidance program on Open Enrollment children in District 24, grades 1-9, there is no evidence to substantiate the hypothesis that the guidance counselors had a significant impact upon the pupils with whom they worked. There is no doubt but that for some pupils there were fewer problems in May than in December but the data do not suggest that the interventions of the counselors were particularly helpful in resolving those problems. There was evidence to the contrary in that counselors and pupils discussed school problems to a greater degree than any others and in general school problems were still of as much or greater concern in May than they had been in December. Perhaps pupils became more aware of their problems through counselor-pupil discussions and pupils were more willing to indicate them on the posttest.

It must also be stated that the nature of the Open Enrollment population, the very personal nature of the problem checklists and the testing situation might have resulted in less than valid results. However, when considering the opinions of teachers in grades 1-3, it must be concluded that guidance services as they now exist are less than optimal.

The data indicate that, for junior high school pupils, the Corrective Reading Program had an impact on problem resolution in other than school related problems. The fact that the same case was not true in grades 4-6 might have been related to the natural phenomenon of going from class-to-class in the junior high school, whereas the elementary school pupils were singled out for Corrective Reading classes.

Two results which are of greatest concern to the evaluators are that school problems did not decrease and that attitudes toward reading generally became more negative. It would seem that these results relate not only to guidance services but also to the total milieu of the school situation and environment.

RECOMMENDATIONS

As a result of data analyzed and reported herein, as well as professional knowledge and experience of the evaluators, the following recommendations are made:

1. Since there is no evidence of a coordinated guidance program for Open Enrollment children, it is recommended that a Coordinator of Guidance Services be employed to provide creative leadership in the guidance area. It is important that this

individual not only have the educational and professional experiences necessary for the role but that he or she also be given the authority to make necessary changes in various schools in the District in order to implement program.

2. Specifically with regard to program, it is recommended that group procedures be employed for working with children and that counselors be professionally trained in the knowledge and use of group techniques for minority group children. At the time of this writing, it is understood that such a program is planned for 1972-73, as outlined in a previous letter to the Director of Federal Programs of District 24.

3. It is recommended that these groups be used as a vehicle for increasing understanding between Open Enrollment and District 24 children through inclusion of both subgroups in the counseling groups.

4. It is recommended that counselors conduct an on-going orientation program for parents in their home communities in which are discussed the nature of the educational experiences available in District 24 schools, developmental problems of children, and the roles of the counselor as well as other school personnel in the school and with the children. Released time from the school setting itself should be granted so that counselors are able to meet with parents at the convenience of the parents. In-service education of counselors is necessary in order for this recommendation to be implemented and should be one of the first concerns of the Coordinator of Guidance Services and the counselors.

5. It is also recommended that regular case conferences be held between the counselor and all other school personnel in the various schools to provide a vehicle for information sharing regarding pupils with special learning problems and to recommend positive steps for shared responsibility for problem resolution.

6. It is recommended that Open Enrollment counselors be assigned to schools where their only assignment in each school is to the guidance program for Open Enrollment children, plus those few other children as provided for in funding guidelines. While this recommendation presents administrative problems for the principals, it insures a counselor's commitment to Open Enrollment students.

7. It is recommended that any future testing of Open Enrollment children for evaluative purposes be conducted by school personnel whom the children trust.

8. It is recommended that future evaluation procedures include a control group of District children so that it will be possible to determine characteristics unique to Open Enrollment children as opposed to those applicable to all children in the District schools.

9. Further, it is recommended that Corrective Reading Program participants be interviewed, or in some other way polled, to ascertain their perceptions of significant sources of help in problem resolution and perceptions of environmental factors which enhance their problems.

APPENDICES

APPENDIX A

PRE-K G.I.R. RATING SCALE

NAME: ______________________________ DATE: ______________________

A. Personal Care

1. Can manage own clothing (put on coat, hang up, tie laces, etc.).	0	1	2	3	4
2. Cares for self in toilet.	0	1	2	3	4
3. Can handle food, liquids, and utensils properly.	0	1	2	3	4
4. Has coordination of small muscles.	0	1	2	3	4

B. Language (Development)

1. Uses appropriate names of objects, places, and people.	0	1	2	3	4
2. Follows simple directions.	0	1	2	3	4
3. Uses complete sentences.	0	1	2	3	4
4. Converses with peers and adults.	0	1	2	3	4
5. Asks questions that show curiosity.	0	1	2	3	4

C. Manipulation of Materials

1. Experiments with materials	0	1	2	3	4
2. Identifies and uses materials properly.	0	1	2	3	4
3. Works independently with materials.	0	1	2	3	4
4. Shows original expression through use of materials.	0	1	2	3	4
5. Uses a wide variety of material.	0	1	2	3	4

D. Intellectual

1. Identifies objects and events accurately.	0	1	2	3	4
2. Classifies objects, persons, and events properly.	0	1	2	3	4
3. Sees relationships between objects and their functions.	0	1	2	3	4
4. Uses logic processes in problem solving.	0	1	2	3	4
5. Remembers story and repeats in proper sequence.	0	1	2	3	4

E. Social and Emotional

1. Participates easily in small groups.	0	1	2	3	4
2. Exercises reasonable self-control.	0	1	2	3	4
3. Expresses emotions verbally.	0	1	2	3	4
4. Makes friends easily.	0	1	2	3	4
5. Satisfied with a reasonable amount of attention.	0	1	2	3	4

APPENDIX B

PARENT AWARENESS AND PARTICIPATION SCALE

Please indicate the level of agreement with the items listed in Section One. Circle the number of times you have done each of the things listed in Section Two. You need not sign your name.

	Very Little	Some-what	Average	Above Average	A Lot
Section 1					
1. I know what my child does.	1	2	3	4	5
2. I had heard about Pre-K before.	1	2	3	4	5
3. My child enjoys Pre-Kindergarten.	1	2	3	4	5
4. I agree Pre-K is helpful.	1	2	3	4	5
Section 2			How Many Times		
1. I have talked with the principal.	1	2	3	4	5
2. I have talked with the teacher.	1	2	3	4	5
3. I have talked with assistant teacher.	1	2	3	4	5
4. I have had conferences with teacher.	1	2	3	4	5
5. I have attended meetings of Pre-K.	1	2	3	4	5
6. I have observed Pre-K program.	1	2	3	4	5

APPENDIX C

DISTAR PROGRAM DISTRICT 24

OBSERVER CHECKLIST

School ____________ Time ______ Subject ______________ Grade ________ Date ________

Room ________ Teacher Group Size __________ Paraprofessional Group Size __________ Observer Group Size ______________

	YES	NO
A. Physical Facilities		
1. Group separation?	_____	_____
2. Size of group appropriate? (to program)	_____	_____
3. Group size appropriate? (to performance level, lowest performance – smallest group)	_____	_____
4. Group coverage? (Teacher or PP.)	_____	_____
5. Area adequate?	_____	_____
6. Evidence of carryover in room? (other exhibits, symbols, materials)	_____	_____

Overall Rating of Facilities 1 2 3 4 5 6 7 (circle one)

	YES	NO
B. Materials (Related to program)		
1. Kit?	_____	_____
2. Teacher presentation Books?	_____	_____
3. Blackboard or chalkboard?	_____	_____
4. Pencils? (when required)	_____	_____

	YES	NO
5. Material arranged to be clearly visible?	______	______

Overall Rating of Materials 1 2 3 4 5 6 7
(circle one)

C. Program Process

1. Teacher presentation of task		
a. clarity of speech?	______	______
b. use of signals?	______	______
c. use of voice?	______	______
2. Group acceptance? (attention to presentation)	______	______
3. Individual acceptance?	______	______
4. Teacher awareness of each child? (responding)	______	______
6. Correction or reinforcement of response?	______	______
7. Teacher voice tone?	______	______
8. Teacher adherence to format?	______	______
9. Evidence of teaching to "Criterion"? (each child able to respond correctly to every segment of a task without further prompting from teacher)	______	______
10. Evidence of regrouping done as needed? (when some students perform the criterion measure and others don't)	______	______
11. Use of Take-Homes appropriate?	______	______
12. Observable attitude of teacher?	______	______
13. Evidence of planning or preparation by teacher?	______	______
14. Evidence of planned activity for children not covered by teacher or paraprofessional?	______	______

Overall Rating of Program Process 1 2 3 4 5 6 7
(circle one)

D. Pupil Participation	YES	NO
1. Students are attentive?	________	________
2. Students are involved?	________	________
3. Students are participating?	________	________
4. Students appear to enjoy activities?	________	________
5. Indication of student's ability to transfer Distar skills to other areas?	________	________
6. Evidence of supplementary activities beyond formal Distar program?	________	________
7. Evidence that students read anything other than Distar material?	________	________

Overall Rating of Pupil Participation 1 2 3 4 5 6 7
(circle one)

E. Role of Paraprofessional	YES	NO
1. Fully involved in a teaching role?	________	________
2. Shows adequate preparation for teaching role?	________	________
3. Observable attitude toward program favorable?	________	________
4. Relationship with children good?	________	________
5. Relationship with teacher positive?	________	________
6. Demonstrates adequate understanding of the goals of Distar Program?	________	________
7. Contributes to a broader educational program than just Distar participation?	________	________

Overall Rating of Paraprofessional Role 1 2 3 4 5 6 7
(circle one)

F. Comments:

APPENDIX D

DISTAR PROGRAM – TEACHER QUESTIONNAIRE

1. Educational Background

Degree	Year	Institution	Major Field
________	______	______________	________________
________	______	______________	________________
________	______	______________	________________

2. Teaching License(s)

License	Year
___________	__________
___________	__________
___________	__________

3. Teaching Experience (include this year)

Grades	No of Years	Regular or Substitute
___________	___________	______________________
___________	___________	______________________
___________	___________	______________________

4. How many years have you taught at this school, including this year? _______

5. Did you attend the training session at the beginning of the program?

Yes _____ No _____

6. If yes, how would you rate the training you received in that session?

1. ____	2. ____	3. ____	4. ____	5. ____
unsatisfactory	barely satisfactory	average	above average	very satisfactory

7. How would you rate the on-the-job training and assistance provided by the program?

1. ____	2. ____	3. ____	4. ____	5. ____
unsatisfactory	barely satisfactory	average	above average	very satisfactory

8. Were there other ways you learned about Distar (e.g. coursework, Distar workshops, readings, etc.)?

   Please specify:

Please feel free to write additional comments about the *inservice training* provided by the program, and your suggestions for improvement.

Directions: Listed below are 7 items about the Distar Reading, Language, and Arithmatic Programs. Use the following rating system to *evaluate the effectiveness* of the three programs.

1 = unsatisfactory, 2 = barely satisfactory, 3 = average,

4 = above average, 5 = very satisfactory

	Program		
Item	Reading Rating	Language Rating	Arithmetic Rating
9. Amount of time devoted to program.	______	______	______
10. Size of instructional groups	______	______	______
11. Clarity and appropriateness of program objectives	______	______	______
12. Materials Provided (general)	______	______	______
a. Classroom kit	______	______	______
b. Teachers Guide	______	______	______
c. Instructional materials (presentation, books, etc.)	______	______	______
d. Student materials (take homes, workbooks, etc.)	______	______	______
e. Tests provided	______	______	______

	Reading Rating	Language Rating	Arithmetic Rating
13. The prescribed instructional strategy for the program	________	________	________
14. Procedures for recycling or regrouping children	________	________	________
15. Pupils' attitude toward the program	________	________	________

Use the same 1 to 5 point rating scale to evaluate each of the following aspects of the early childhood program generally.

Item	Rating
16. Cooperation of school personnel	________
17. Extent of parent involvement through individual and/or group conferences or other techniques	________
18. Parent's attitude toward the program	________
19. Contribution of the paraprofessional to the instructional program	________
20. Is the number of paraprofessionals assigned to your classroom adequate?	________

Yes _____ No ______

If no, please explain. ____

____

____

21. How would you have rated your satisfaction with the program in October, 1971?

1. ____	2. ____	3. ____	4. ____	5. ____
not satisfied	barely satisfied	satisfied	quite satisfied	very satisfied

22. How do you feel about the program now? (Use same rating system as in #21)

1. ____ 2. ____ 3. ____ 4. ____ 5. ____

If your satisfaction with the program has changed, please explain how and why.

____

____

____

23. Did you participate in the strengthened Early Childhood Program last year?

Yes____ No ____

24. If yes, what is your overall impression when you compare this year's program to last year's program? This year's program is:

Inferior____ Aoubt the Same____ Superior____

25. Would you be interested in participating in a similar program next year?

Yes____ No____ Not sure____

26. If you were to go back to the more conventional method of teaching, are there elements of the Distar programs that you would think of incorporating? Please specify:

____

____

____

Please feel free to write any additional comments about the Strengthened Early Childhood Program and your suggestions for improvement.

____

____

____

APPENDIX E

DISTAR PROGRAM – PARAPROFESSIONAL QUESTIONNAIRE

A. Background

1. Last grade attended? ______

2. Are you in college presently? Yes____ No____

3. Do you speak any language other than English?

   Yes____ No____ If yes, which languages?________________

4. How many years, including this one, have you been an educational assistant?

5. How many years, including this one, have you been at this school? ______

B. Orientation and Training for Distar Program

1. Did you get any special training for this program?

   Yes____ No____

2. If yes, please describe the kind and length of training you received. (Was it formal, informal, a combination, etc.)?

   ____

   ____

3. How would you rate the training you received for this program?

1. ______	2. ______	3. ______	4. ______	5. ______
poor	fair	adequate	good	excellent

4. What improvements could be made in the *orientation* and *training*? (for example: more time, re-training, meetings, etc.)

   ____

   ____

   ____

   ____

C. Program Operation

1. The following are items that represent possible program strengths. Number according to the order in which you believe they apply to the Distar program.

____ teacher responsibility and role?

____ opportunity to work with small groups?

____ the material?

____ design of a structured program?

____ other? please specify

____

____

____

2. What improvements could be made in the program in your classroom?

____ third person in the room?

____ additional planning for group not covered by teacher or educational assistant?

____ better scheduling of time for prep periods?

____ more unstructured time between Distar periods?

____ other? (please specify)

____

____

____

3. How would you rate the helpfulness of the supervision of the program?

1. ____	2. ____	3. ____	4. ____	5. ____
poor	fair	adequate	good	excellent

APPENDIX F

PARENTAL INVOLVEMENT AND ATTITUDE SCALE

Your child's grade:

Please answer the following questions about your involvement and attitudes concerning your child's school. It is not necessary for you to sign your name. Thank you.

INVOLVEMENT

1. How many times have you discussed your child's progress with the teacher? _______
2. How many parent meetings have you attended at the school? _______
3. How many times have you attended programs in which the children participated? _______
4. How many times have you talked with the educational assistant? _______
5. How many children who are not yet in school do you have at home? _______

ATTITUDES

(Note: Please circle the number which most closely tells how you feel about each of the statements listed below.)

	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
1. Most teachers probably like quiet children better than active ones.	1	2	3	4	5
2. As a parent there is very little I can do to improve the schools.	1	2	3	4	5
3. Most teachers do not want to be bothered by parents coming to see them.	1	2	3	4	5
4. In school there are more important things than getting good grades.	1	2	3	4	5
5. The best way to improve the schools is to train teachers better.	1	2	3	4	5
6. Once in a while it should be OK for parents to keep their children out of school to help out at home.	1	2	3	4	5
7. Teachers who are very friendly are not able to control the children.	1	2	3	4	5
8. Teachers make the children doubt and question things that they are told at home.	1	2	3	4	5
9. When children do not work hard in school, the parents are to blame.	1	2	3	4	5
10. Most children have to be made to learn.	1	2	3	4	5

APPENDIX G

CORRECTIVE READING PROGRAM – DISTRICT #24

New York University
Office for Field Research

READING TEACHER QUESTIONNAIRE

School ______________________________ Date ____________________

Reading Teacher ______________________________

Funding: Title I ______ State Urban ______ Open Enrollment ________

PLEASE NOTE: All responses will be held in strict confidence and will be used only for evaluation of the program. No person connected with the school or the Board of Education will have access to these data.

SECTION A – READING TEACHER BACKGROUND INFORMATION

1. EDUCATIONAL BACKGROUND

Degree	Year	Institution	Major Field

2. COURSE WORK RELEVANT TO TEACHING CORRECTIVE READING

Check those courses which you have taken and indicate the institution and year. (Do not include inservice courses here.)

Content of Course	Institution	Year
___ Foundations of Reading Instruction		
___ Diagnostic Techniques – Reading		
___ Corrective Reading Instruction		
___ Reading in the Content Areas		
___ Teaching Individualized Reading		
Other		

3. TEACHING EXPERIENCE

School	Grades	No. of Years	Regular or Substitute

4. EXPERIENCES SPECIFIC TO TEACHING CORRECTIVE READING

Check those experiences which you have had and the number of years.

Experience	No. of Years
____ Corrective Reading – Public Schools	
____ After-school Tutorial Reading Program	
____ Parent-volunteer Reading Tutor	
____ Private tutorial work in Reading	
Other	

5. INSERVICE COURSES IN CORRECTIVE READING

List the inservice courses relevant to Corrective Reading which you took *before* this academic year.

Course	Year

6. PRESENT INSERVICE COURSES

List any inservice courses related to Corrective Reading which you have taken this year.

Course	Instructor

SECTION B – READING TEACHER EVALUATION OF INSERVICE TRAINING PROVIDED BY THE PROGRAM

The following questions are aimed at an assessment of the inservice training provided for Corrective Reading Teachers as part of this year's program. We ask for your honest appraisal of this aspect of the program.

1. Did you attend the orientation and training sessions directed by the NYU Reading Clinic staff before the program began?

   Yes____ No____

2. How would you rate the relevancy of the information covered in the training sessions to your experience in the Corrective Reading Program?

1__________	2________	3______	4______	5________
Unsatisfactory	Barely Satisfactory	Average	Above Average	Very Satisfactory

3. Did you attend the two-day workshop on the interpretation and use of the Stanford Diagnostic Test results?

   Yes_____ No_____

4. How would you rate the relevancy of the information covered in the workshop to your experience in the Corrective Reading Program?

1__________	2________	3______	4______	5________
Unsatisfactory	Barely Satisfactory	Average	Above Average	Very Satisfactory

5. Instructions:

   Listed below are *topics* which may have been *covered* during the Wednesday afternoon *staff meetings.* Use the following system to *evaluate* the relevancy of the *information* received to your experience in teaching corrective reading. If you think the information received was very satisfactory put a 5 in the space provided for the topic. If you think the information received was above average, put a 4 before it. Use the numbers 5, 4, 3, 2, and 1, similarly, the amount of judged satisfaction decreasing with the numbers. For any item that was not covered during the training sessions, write NC (Not Covered) in the space provided for the ratings. (1 = Unsatisfactory, 2 = Barely Satisfactory, 3 = Average, 4 = Above Average, 5 = Very Satisfactory, NC = Not Covered.)

Rating Topic

_____ (a) Organization, administration and supervision of the program

_____ (b) Objectives and rationale for the program

_____ (c) Criteria and selection procedures for selection of student participants

_____ (d) Specific procedures for diagnosis

_____ (e) Knowledge of reading skills

_____ (f) Methods of corrective instruction

_____ (g) Use of instructional materials

_____ (h) Teacher selection and evaluation of program material

_____ (i) Organizing the class for instruction

_____ (j) Techniques for evaluating pupil progress

_____ (k) Record-keeping policies and procedures

_____ (l) Techniques for using paraprofessionals in the program

_____ (m) Techniques for using volunteers in the program

_____ (n) Techniques for parent involvement

_____ (o) Other (Please specify)

_____ _______________________________________

_____ _______________________________________

_____ _______________________________________

6. In your opinion, was the overall amount of inservice training sufficient?

   Yes_____ No_____

7. Did you participate in the Corrective Reading Program last year (1970-71)?

   Yes_____ No_____

8. Did you participate in any inservice training last year?

   Yes_____ No_____

9. If your answer to question 8 is yes, how would you evaluate this year's training program in comparison to last year's sessions? On the whole, this year's training was:

a._________ Inferior	b.____________ About the same	c.________ Superior

Please feel free to write additional comments about the *inservice training* provided by the program and your suggestions for improvement.

____

____

____

____

SECTION C – READING TEACHER EVALUATION OF PROGRAM EFFECTIVENESS

1. Listed below are 17 items about the Corrective Reading Program. Use the following rating systems to *evaluate* the quality and/or effectiveness of each aspect of the program.

   1 = Unsatisfactory, 2 = Barely Satisfactory, 3 = Average, 4 = Above Average,
   5 = Very satisfactory

Rating:

_____ (a) Organization of the program (number of classes, scheduling, etc.)
_____ (b) Amount of time allocated for pupils receiving corrective reading instruction
_____ (c) Number of pupils in each group
_____ (d) Clarity and appropriateness of the program objectives
_____ (e) Criteria and procedures used in selecting pupils for corrective reading
_____ (f) Physical facilities provided by the school
_____ (g) Materials (workbooks, literature, audio-visual aid, etc.) provided for the instructional program
_____ (h) Materials and instruments supplied for diagnosis and evaluation of pupil strengths and weaknesses in reading
_____ (i) Use of the Informal Reading Inventory to establish reading levels and to evaluate growth in reading
_____ (j) Use of the Metropolitan Reading Test to evaluate growth in reading
_____ (k) Use of the Stanford Diagnostic Test to assess individual areas of weakness and strength in reading
_____ (l) Use of the record-keeping system established for the program
_____ (m) Supervision and assistance provided by the reading coordinator
_____ (n) Cooperation of school personnel
_____ (o) Communication between classroom teacher and yourself
_____ (p) Involvement of parents through individual and/or group conferences and other techniques
_____ (q) Pupils' attitude toward the reading program

2. Did you participate in the Corrective Reading Program last year?

   Yes_____ No_____

3. If your answer to question 1 is yes, what is your overall impression when you compare this year's program to last year's program?This year's Corrective Reading Program is:

   a._________ Inferior b.___________ About the same c.__________ Superior

4. Would you be interested in participating in a similar program next year?

   Yes_____ No_____ Not Sure_____

5. Please feel free to write additional comments about the program and suggestions for improvement. (We would be interested especially in your comments about those aspects of the program you rated low in item #1 above.)

____

____

____

____

____

SECTION D – READING TEACHER EVALUATION OF SUPPORTIVE SERVICES

Supportive services varied according to the funding source for your program. Please answer those questions which apply to you.

1. School Volunteers

   a) How many school volunteers were assigned to your reading program? ______

   b) When did they begin? ______

   c) Approximately how many total hours per week did your volunteers assist in the program? ______

   d) Please rate the adequacy of the volunteers' skills for the program.

1______	2______	3______	4______	5______
Inadequate	Barely Satisfactory	Satisfactory	Above Average	Very Satisfactory

   e) In terms of the need in your reading program, was the amount of volunteer time sufficient?

   Yes_____ No_____

   If no, please indicate why: ______________________________

   ____

   ____

   ____

Please feel free to write any comments about the volunteer program and suggestions for improvement.

____

____

____

____

____

2. Paraprofessionals

a) How many paraprofessionals were assigned to your reading program? ________

b) When did they begin working? ________

c) Did the paraprofessionals receive any special training for the program? ________

Yes_____ No_____

If yes, who provided the training? ______________________________________

____

d) Please rate the adequacy of the paraprofessionals skills for the program.

1________	2________	3________	4______	5________
Inadequate	Rarely Satisfactory	Satisfactory	Above Average	Very Satisfactory

e) Indicate your suggestions for improving the contributions that can be made by paraprofessionals in this Corrective Reading Program.

____

____

____

3. Guidance Services

a) Approximately how many of your corrective reading students received the services of the guidance counselor? ______________________________

b) How would you rate the frequency of your contacts with the guidance counselor regarding your students?

1_____	2_____	3_________	4________	5________
None	Rarely	Occasionally	Frequently	Very Often

c) How would you rate the quality of your contacts with the guidance counselor? That is, to what degree did his/her services help in leading to the resolution of students' problems?

1________	2________	3________	4________	5_________
Not helpful		Helpful		Very Helpful

d) What suggestions do you have for improving the guidance services provided for open enrollment students in the reading program?

____

____

____

APPENDIX H

CORRECTIVE READING PROGRAM – DISTRICT 24

New York University
Office of Field Research

PRINCIPAL'S QUESTIONNAIRE

NAME ______________________________ DATE ______________

SCHOOL ______________________________

PLEASE NOTE: All responses will be held in strict confidence and will be used only for evaluating the program and for making recommendations for improvement. No person connected with the school or the Board of Education will have access to these data.

1. Instructions: Listed below are 16 items about the Corrective Reading Program in District #24. Use the following scale to evaluate the quality and/or the effectiveness of the reading program.

1 ________	2 ________	3 ______	4 _____	5 ________
Unsatisfactory	Barely Satisfactory	Average	Above Average	Very Satisfactory

Rating Item

____ (a) Organization of the program (including number of classes, scheduling of classes, etc.)

____ (b) Amount of time allocated to corrective reading instruction

____ (c) Number of pupils in each reading group

____ (d) Clarity and appropriateness of the program objectives

____ (e) Criteria and procedures used in selecting pupils for the program

____ (f) Physical facilities available for the program

____ (g) Materials supplied for the instructional program

____ (h) Materials and instruments supplied and used for diagnosis and evaluation of pupil strengths and weaknesses in reading

____ (i) Inservice training provided for the reading teachers

Rating		Item
____	(j)	Quality of the services provided by the corrective reading teacher
____	(k)	Cooperation of reading teacher with school personnel
____	(l)	Attitude of classroom teachers toward the reading program
____	(m)	Attitude of the student participants toward the program
____	(n)	On-going supervision by the reading coordinator
____	(o)	Extent of parent involvement in the program
____	(p)	Parents' attitudes toward the program.

2. Did your school participate in the Corrective Reading Program last year (1970-71)?

   Yes______ No ______

3. If your answer to question 2 is yes, how would you evaluate this year's program in comparison to last year's?

   a. ________________ Inferior
   b. ________________ About the same
   c. ________________ Superior

4. Would you be interested in your school participating in a similar program next year?

   Yes______ No______ Not Sure______

Please feel free to write additional comments about the program and suggestions for improvement. We would be especially interested in your comments about those aspects of the program you rated low in item #1 above.

____

____

____

____

____

APPENDIX I

CORRECTIVE READING PROGRAM – DISTRICT #24

New York University
Office for Field Research

QUESTIONNAIRE FOR CLASSROOM TEACHERS WITH STUDENTS IN THE CORRECTIVE READING PROGRAM

Teacher ______________________________ Date ______________

School ______________________________

PLEASE NOTE: All responses will be held in strict confidence and will be used only for evaluation of the program. No person connected with the school or Board of Education will have access to these data.

1. How many children in your class(es) participate in the Corrective Reading Program this year? ____________________

2. *Instructions:* Listed below are 8 items about the Corrective Reading Program. Use the following rating system to evaluate the effectiveness of the reading program.

1________	2________	3________	4______	5________
Unsatisfactory	Barely Satisfactory	Satisfactory	Above Average	Very Satisfactory

Rating		Item
____	(a)	Selection procedures for pupils in Corrective Reading Program
____	(b)	Organization and scheduling of corrective reading classes
____	(c)	Time allocated for pupils receiving corrective reading instruction
____	(d)	Communication between corrective reading teacher and yourself
____	(e)	Observable improvement in students' reading performance during regular classroom activities
____	(f)	Students' attitude toward corrective reading classes
____	(g)	Adoption of corrective reading materials, procedures and techniques in the regular classroom program
____	(h)	Parents' reaction to children's participation in the Corrective Reading Program

3. Did any children in your class last year participate in the Corrective Reading Program (1970-71)?

Yes______ No______

4. If your answer to 3 is yes, how would you evaluate this year's program in comparison to last year's? On the whole, this year's program is:

a.____________ Inferior b. ____________ About the Same c. ____________ Superior

5. Would you be interested in your pupils participating in a similar program next year?

Yes______ No_______ Not Sure_______

Please feel free to write additional comments about the program and suggestions for improvement.

____

____

____

____

____

APPENDIX J

CORRECTIVE READING PROGRAM – DISTRICT #24

New York University
Office for Field Research

READING COORDINATORS' EVALUATION OF CORRECTIVE READING PROGRAM

PLEASE NOTE: All responses will be held in strict confidence and will be used only for evaluation of the program.

1. Listed below are 20 items about the Corrective Reading Program. Use the following rating system to *evaluate* the quality and/or effectiveness of each aspect of the program.

1________	2________	3________	4________	5________
Unsatisfactory	Barely Satisfactory	Average	Above Average	Very Satisfactory

Rating Item

____ (a) Organization of the program (number of classes, scheduling, etc.)

____ (b) Amount of time allocated for pupils receiving corrective reading instruction

____ (c) Number of pupils in each group

____ (d) Clarity and appropriateness of the program objectives

____ (e) Criteria and procedures used in selecting pupils for corrective reading

____ (f) Physical facilities generally provided by the schools

____ (g) Materials (workbooks, literature, audio-visual aids, etc.) in general use in the instructional program

____ (h) Availability of materials at the beginning of the program

____ (i) Materials and instruments used for diagnosis and evaluation of pupil strengths and weaknesses in reading

____ (j) Use of the Informal Reading Inventory to establish reading levels and to evaluate growth in reading

____ (k) Use of the Metropolitan Reading Test to evaluate growth in reading

Rating Item

____ (l) Use of the Stanford Diagnostic Test to assess individual areas of weakness and strength in reading

____ (m) Record-keeping system established for the program

____ (n) Inservice training provided for corrective reading teachers in the initial orientation sessions and the two day (Stanford Test) workshop conducted by New York University personnel

____ (o) Preparation and skills, generally, of the corrective reading teachers in the program

____ (p) Quality of the services generally offered by the corrective reading teachers in the program

____ (q) Cooperation of school personnel

____ (r) Extent of parent involvement

____ (s) Attitude of parents toward the program

____ (t) Attitude of student participants toward the program

2. Using the same rating scale, indicate your opinion of the extent to which each of the following topics were adequately covered during the regular Wednesday afternoon staff meetings. For any item that was not covered during these sessions, write NC (Not Covered) in the space provided for the ratings.

Rating Topic

____ (a) Organization, administration and supervision of the program

____ (b) Objectives and rationale for the program

____ (c) Criteria and procedures for selection of student participants

____ (d) Specific procedures for diagnosis

____ (e) Knowledge of reading skills

____ (f) Methods of corrective instruction

____ (g) Use of instructional materials

____ (h) Teacher selection and evaluation of program materials

____ (i) Organizing the class for instruction

Rating	Topic
____	(j) Techniques for evaluating pupil progress
____	(k) Record-keeping policies and procedures
____	(l) Techniques for using paraprofessionals in the program
____	(m) Techniques for using volunteers in the program
____	(n) Techniques for parent involvement
____	(o) Other (Please specify)

3. Please give your general evaluation of the program, indicating specific strengths and weaknesses. Feel free to comment on or to give reasons for your ratings in 1 and 2 above.

Name ________________________________ Date ______________

APPENDIX K

CORRECTIVE READING PROGRAM – DISTRICT #24

New York University
Office of Field Research

OBSERVER CHECK LIST

SCHOOL ________________ TIME _____ GROUP ______ FUNDING: TITLE I ________

CR TEACHER ______________ NUMBER BOYS ____GIRLS________ O.E.__________

OBSERVER ____________________________ DATE ________ STATE URBAN_____

	Yes	No
A. Physical Facilities		
1. Separate area for reading program	___	___
2. Size of area adequate	___	___
3. Space available for small group work	___	___
4. Space available for individual work	___	___
5. Storage facilities adequate	___	___
6. Chalkboard available	___	___
7. Area attractive	___	___
8. Adequate physical provisions (lights, ventilation, etc.)	___	___

Overall Rating of Facilities (Inadequate) 1 2 3 4 5 (Adequate)

	Yes	No
B. Materials		
1. Variety of materials being read	___	___
a. Basal readers	___	___
b. Workbooks	___	___
c. Trade books	___	___
d. Magazines	___	___
e. Newspapers	___	___
f. Content-area materials	___	___
g. Other	___	___

	Yes	No
2. Teacher-made materials	___	___
3. Audio-visual aids	___	___
4. Interest level appropriate to age and maturity of pupils	___	___
5. Level of materials suitable to reading ability of pupils	___	___
6. Differentiation between instructional level and independent level materials	___	___
7. Attractive in appearance	___	___
8. Sufficient quantity	___	___

Overall Rating of Materials 1 2 3 4 5

C. Diagnosis and Evaluation

1. Use of Informal Reading Inventory	1	2	3	4	5
2. Use of Metropolitan Reading Test	1	2	3	4	5
3. Use of Stanford Diagnostic Reading Test	1	2	3	4	5
4. Record keeping system established for the program	1	2	3	4	5
5. Materials provided for diagnosis and evaluation	1	2	3	4	5

Considering the adequacy of materials provided and the use to which they were put, give an Overall Rating for Diagnosis and Evaluation 1 2 3 4 5

D. Planning

1. Evidence of planned sequence in skill development	___	___
2. Planning of skill lessons based on on-going diagnosis of deficiencies	___	___
3. Evidence of planned varied activities for individual and small group needs	___	___
4. Application materials and assignments differentiated for individual and group needs	___	___

Overall Rating of Planning 1 2 3 4 5

E. Teaching Procedures

1. Background, readiness, or concept building where appropriate to lesson	___	___

	Yes	No
2. Specific skill teaching in:		
a. Word recognition	___	___
b. Comprehension	___	___
c. Study Skills	___	___
3. Appropriate application following development of a specific skill	___	___
4. Questions differentiated to include various types of meanings, literal interpretation, critical evaluation	___	___
5. Grouping of activities (small group or individual) for special needs	___	___
6. Procedures appropriate to maturity and ability of pupils	___	___
7. Use of class time – spacing, number	___	___
8. Integration of reading and content areas	___	___

Overall Rating of Teaching Procedures 1 2 3 4 5

F. Reading Teacher's Relationship with Students

1. Appears enthusiastic	___	___
2. Establishes a good rapport with pupils (relaxed, informal, confident)	___	___
3. Encourages all pupils to participate	___	___
4. Instills confidence in pupils, uses positive reinforcement	___	___

Overall Rating of the Teacher 1 2 3 4 5

G. Pupil Interest in the Program

1. Arrive promptly for reading instruction	___	___
2. Actively respond during reading period	___	___
3. Interaction among pupils	___	___
4. Show interest in independent reading	___	___

Overall Rating of Pupil Interest in Program 1 2 3 4 5

Observer's Comments

____

____

____

____

APPENDIX L

COMMUNITY SCHOOL DISTRICT #24

INDEX OF READING ATTITUDES

YOUR NAME ______________________________ YOUR SCHOOL ______________________

YOUR TEACHER'S NAME ____________________ YOUR CLASS _______________________

1. How many books are there that you think you would like to read?

0	1	2	3	4
None	Few	Several	Many	A lot

2. If you had a choice, how many hours would you like to spend reading?

0	1	2	3	4
None	Few	Several	Many	A lot

3. I go to the Public Library __________?

0	1	2	3	4
Never	Sometimes	Frequently	Often	A great deal

4. I have found characters in books who act the same way I do _______?

0	1	2	3	4
Never	Sometimes	Frequently	Often	A great deal

5. I read the newspapers _________?

0	1	2	3	4
Never	Sometimes	Frequently	Often	A great deal

6. I read the funnies ________?

0	1	2	3	4
Never	Sometimes	Frequently	Often	A great deal

7. I read the sports news _________?

0	1	2	3	4
Never	Sometimes	Frequently	Often	A great deal

8. I read stories in magazines _______?

0	1	2	3	4
Never	Sometimes	Frequently	Often	A great deal

9. I watch television _________?

0	1	2	3	4
Never	Sometimes	Frequently	Often	A great deal

APPENDIX M

QUESTIONNAIRE FOR TEACHERS

Prepared for ESEA Title I Project:
Improving the Teaching of English
As A Second Language. (1969-70)

A. Experience

1. What N.Y.C. licenses do you hold? ____________________

2. (a) How long have you been teaching? __________ years

   (b) How long have you been teaching ESL? __________ years

3. How many different ESL classes do you teach each day? __________

4. How many non-ESL classes do you teach each day? __________

5. How many periods do you see your ESL classes each day? __________

6. How long is each ESL period? __________ minutes

7. If you teach your ESL classes other subjects as well, please list these subjects: ____________________

   ____

8. How would you characterize your classroom methodology? (Please check one.)

   Audio-lingual __________

   Direct Method __________

   Grammar/translation __________

   Other (please describe) ____________________

   ____

   ____

9. When ESL students graduate from your school, do you think that their English language proficiency would permit them to compete with native-speaking students?

Yes______ No______

Explanation (if you wish) ____
____
____

10. What is the greatest strength of the ESL program at your school?
____
____
____

11. What is the most glaring need of the ESL program at your school?
____
____
____

12. (a) Do you have any personnel to assist you in the ESL classroom?

Yes______ No______

paraprofessional ________

teaching assistant ________

bilingual professional assistant ________

(b) How effectively does this person perform?

very effective ________

effective ________

adequate ________

poor ________

13. How did you become involved in teaching ESL?

____

____

B. Classroom Materials

14. What textbook(s) do both you and your students use? (Please list separately for each class.)

class/grade	texts (author, title, publisher, date

15. In addition, please list any reference/source materials that you use but the students do not. (Specify for each class, please.)

____

____

____

16. Who selected the textbook(s) you use for your ESL classes? (name or title)

____

17. If you know, please state the basis for the selection.

____

____

18. Were you consulted on the selection of the textbooks?

Yes______ No______

19. If yes, who prepared the list from which you choose? (name or title)

____

20. If you had the choice, please list the textbook(s) (supplementary or replacement) you would select for each class you teach. If they are the same as you are using, please write *same*.

class/grade	texts
____________________	______________________________
____________________	______________________________
____________________	______________________________
____________________	______________________________

21. What audio-visual aids are available at your school? (Please check)

Flash cards	________
Wall Charts	________
Flannel Boards	________
Tape Recorders	________
ESL Tapes	________
Movie Projector	________
Movies for ESL pupils	________
Film Strips	________
Language Master	________
Language Laboratory	________
Number of booths	________

Type: (a) listen only ________

(b) listen and record ________

(c) listen, record & playback ________

Other (please list) ____________________

____

22. Please list any audio-visual aids that are not available at your school that you would like to have.

____

____

23. Please list the audio-visual aids you use starting with the one you find most useful.

____

____

C. Students

24. What is the student make-up of your ESL classes?

	Class 1	2	3	4	5
Language					
(1) Native-English	____	____	____	____	____
(2) Non-native English					
(a) Spanish	____	____	____	____	____
(b) Chinese	____	____	____	____	____
(c) French	____	____	____	____	____
(d) ________	____	____	____	____	____
(e) ________	____	____	____	____	____
(f) ________	____	____	____	____	____

25. On what basis are students placed in your ESL classes? (Please check as appropriate.)

Written test ________
Oral test ________
Interview ________
I do not know ________
Other (please describe) ______________________________
____

26. If an interview is used, who conducts it? (title)

____

27. Do you use the Board of Education English Language Rating Scale?

Yes______ No______

28. How is the student's English language proficiency measured at the end of the semester?

Written test designed for ESL students __________

Written test used for all students __________

Oral test __________

Teacher's evaluation __________

Other (please describe) ____________________

____

29. Who decides when an ESL student is ready to join the regular school program with native-speaking students? (title)

____

30. How is this decision made?

____

____

____

D. Teacher Training

31. Please list degrees held and specialization under each.

	Degree	Year Granted	Institution	Specialization	Minor(s)
a.					
b.					
c.					

32. List and approximate dates and place at which you attended any ESL NDEA Institutes or Consortia.

	Dates	Institutions
a.		
b.		
c.		

33. Please list approximate dates and name or supervisor/trainer of any ESL in-service courses you attended.

	Dates	Number of sessions	Name of trainer
a.			
b.			
c.			
d.			
e.			

34. Please check which of the following courses you have had and list the number of credits and the institutions at which they were taken.

	Course	No. of Credits	Institution
a.	TESL: Theory, Methods, Materials		
b.	Introductory Linguistics		
c.	Phonology and/or Phonetics		
d.	Contrastive Linguistics		
e.	English Grammatical Structures		
f.	Transformational Generative Grammar		
g.	Other (as pertinent, list)		

____

____

35. Are you a member of TESOL? Yes______ No______

36. Have you attended any of the TESOL Conventions? Yes______ No______

Where? ______________________________________

APPENDIX N

TEACHER OBSERVATION CHECKLIST

Rating System: N/A = not applicable; 0 = unacceptable; 1 = poor; 2 = acceptable; 3 = good; 4 = excellent

	N/A	0	1	2	3	4	Comments
1. Attitude/Manner							
2. Knowledge and use of student names							
3. Ask question, then call on student							
4. Awareness of Student Needs							
5. Speech Pattern: colloquial; normal classroom speed.							
6. How much did the teacher *talk*? Ratio of teacher/student talk?							
7. Was focus of lesson clear?							
8. How well was new material introduced?							
9. How well was material practiced after introduction?							
10. How much practice with new material?							
11. How well was drill extended into communication?							
12. Was the model appropriate for correct responses?							
13. Instructions and Cueing: Did students know what teacher expected?							
14. Variety of activities/change of pace							
15. Distribution of student participation among group. Are all students participating?							
16. How well was "previously learned" material practiced, reviewed and reinforced?							
17. How well were corrections made?							
18. How well were students' questions answered by the teacher?							
19. How well were explanations made?							
20. How well was at-home follow-up accomplished?							

	N/A	1	2	3	4	Comments
21. How well were audio-visual aids employed?						
22. Did teacher recognize difference between teaching and testing?						
23. Did lesson have a beginning, a middle, and an end?						
24. How well did teacher proceed from known to unknown?						
25. How well did teacher proceed from simple to complex?						
26. How well did teacher proceed from receptive to productive?						
27. How well did teacher proceed from concrete to abstract?						
28. How well did teacher proceed from manipulation to communication?						
29. How effective was practice in learning?						
30. How effective was practice in speaking?						
31. How effective was practice in reading?						
32. How effective was practice in writing?						
33. How effective was choral practice?						
34. How effective was individual practice?						
35. If teacher used student's native language, how effectively was it done?						
36. Repetition after the teacher model?						
37. Response to language cued?						
38. Initiation of communication situations by students?						
39. How did teacher evaluate student comprehension and progress?						

STUDENT OBSERVATION CHECKLIST

	N/A	1	2	3	4	Comments
1. What was the classroom atmosphere and the rapport among students?						
2. What was level of student interest?						
3. What was student attitude toward materials?						
How effective was individual student participation in:						
4. Repetition?						
5. Response?						
6. Initiation?						
7. Did students seem to understand the teacher						
8. Did students seem to understand the material?						
9. Did students use English outside of lesson framework?						
10. Did students correct each other?						

APPENDIX O

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

PROJECT EVALUATION TEST

SCOPE OF TEST

Part I	PATTERNS
Part II	VOCABULARY
Part III	PRONUNCIATION
Part IV	SITUATION INTERPRETATION

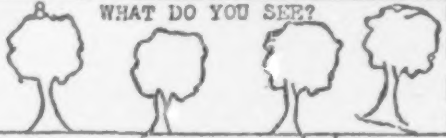
Designed and prepared by the teachers of English as a Second Language in District 24.

Credits:

Robert Bandel
Beverly Chopor
Trina Lawson
Fran Schomberg
Anne Caban
Bella Guzov
Josephine Piccone
Thelma Thomas
Jeanne Linden
Dr. Harvey Nadler
Board of Education

PART I PATTERNS

DIRECTIONS: Ask each pupil the following questions. Ask each question only once. Use individual answer sheet to record ratings.

QUESTIONS	RESPONSES
1. WHAT'S YOUR NAME?	1. My name is ____
2. HOW OLD ARE YOU?	2. I am or I'm ---- years old.
3. WHAT IS THIS?	3. This is a book.
4. ARE YOU A TEACHER?	4. I am not or I'm not a teacher.
5. WHERE IS THE FISH?	5. The fish is in the bowl.
6. WHOSE BALL IS BIGGER?	6. The girl's ball is bigger.
7. WHAT IS THE LAST MONTH OF THE YEAR?	7. December is the - -----.
8. WHAT DO YOU SEE? 	8. I see four trees.
9. WHAT IS THE BOY DOING?	9. The boy is swimming. He is swimming.
10. WHAT IS THE WOMAN DOING?	10. The woman is looking at herself in the mirror. She is looking at herself in the mirror.

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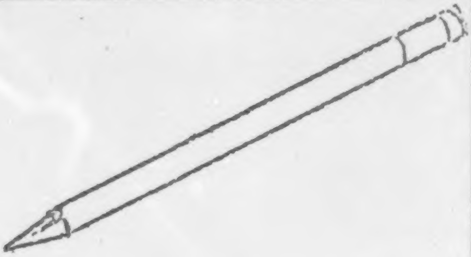
PART II VOCABULARY

DIRECTIONS: Ask each pupil the following questions as you point to each picture. Use individual answer sheet to record ratings.

1.

WHAT IS THIS?

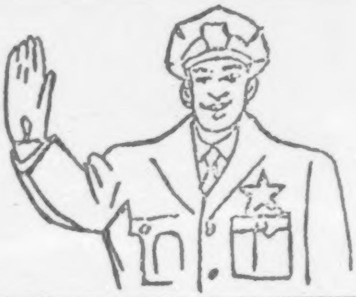


Response: pencil

2. WHAT IS THE SHAPE OF THIS CIRCLE?

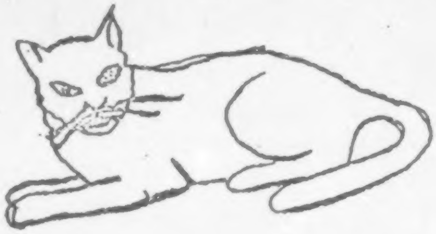
Response: round

3. WHO IS THIS MAN?



Response: policeman

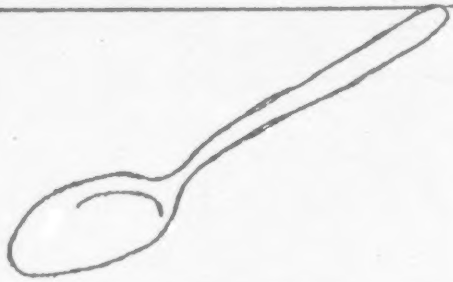
4. WHAT IS THIS ANIMAL CALLED?



response: cat

5.

WHAT IS THIS?



response: spoon

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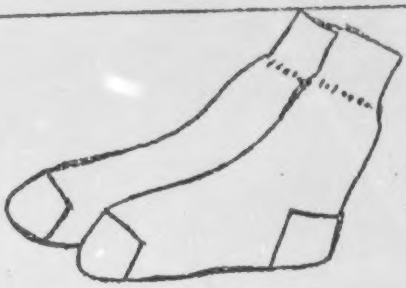
6\.

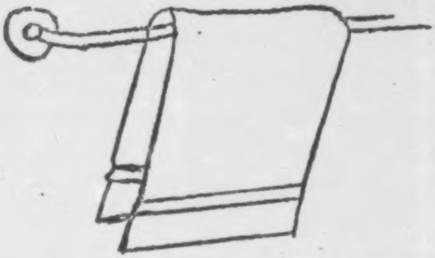
WHAT ARE THESE?



response: socks

7\.

WHAT IS THIS?



response: towel

8\.

WHAT IS THE BOY DOING?

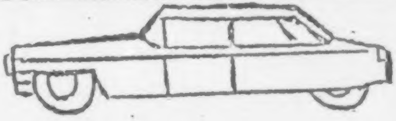
response: crying

9\.

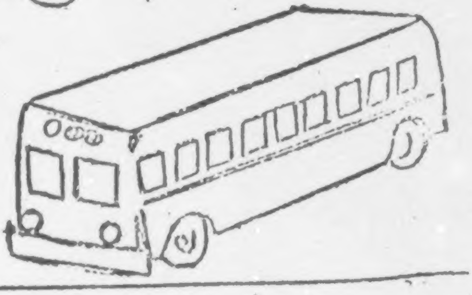
IS THE COFFEE HOT OR COLD?

response: hot

10\.



WHICH IS BIG?



response: bus

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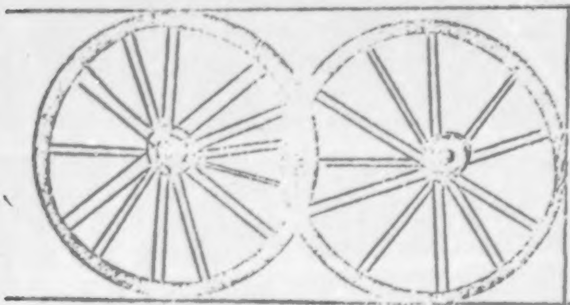
PART III PRONUNCIATION

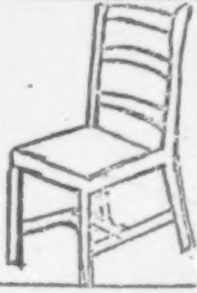
DIRECTIONS:

Point to each of the pictures. Have pupil pronounce each word. Record response on individual sheet. Symbols- I.P.A. International Phonetic Alphabet and consonant phonemes contained within parentheses.

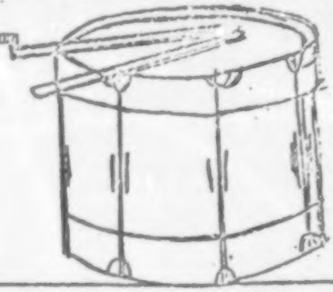
1. final s--- z sound
(z- z)



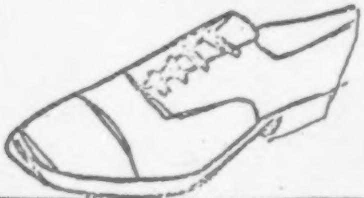
2. digraph ch
(tʃ, č)



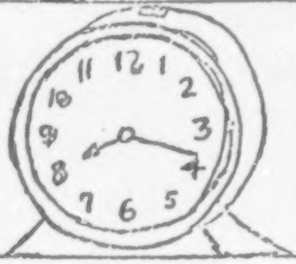
3. final m
(m, m)



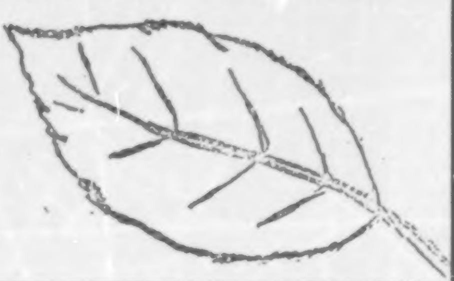
4. digraph sh
(ʃ, š)



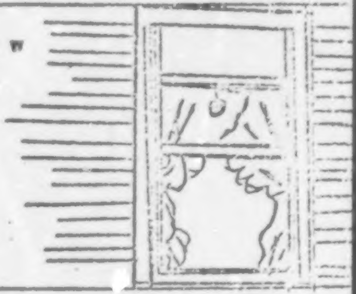
5. blend cl
(Kl)



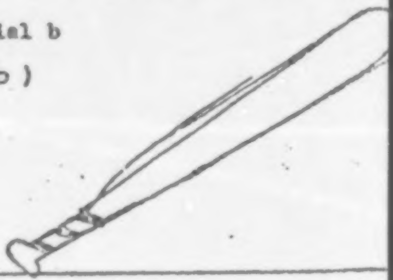
6. initial l, final f
([l, f] [l, f])



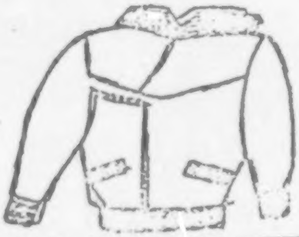
7. initial w
(w, w,)



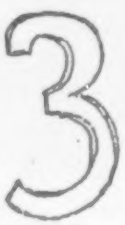
8. initial b
(b, b)



9. initial J
(dʒ, j)



10. thr
(th· θ)



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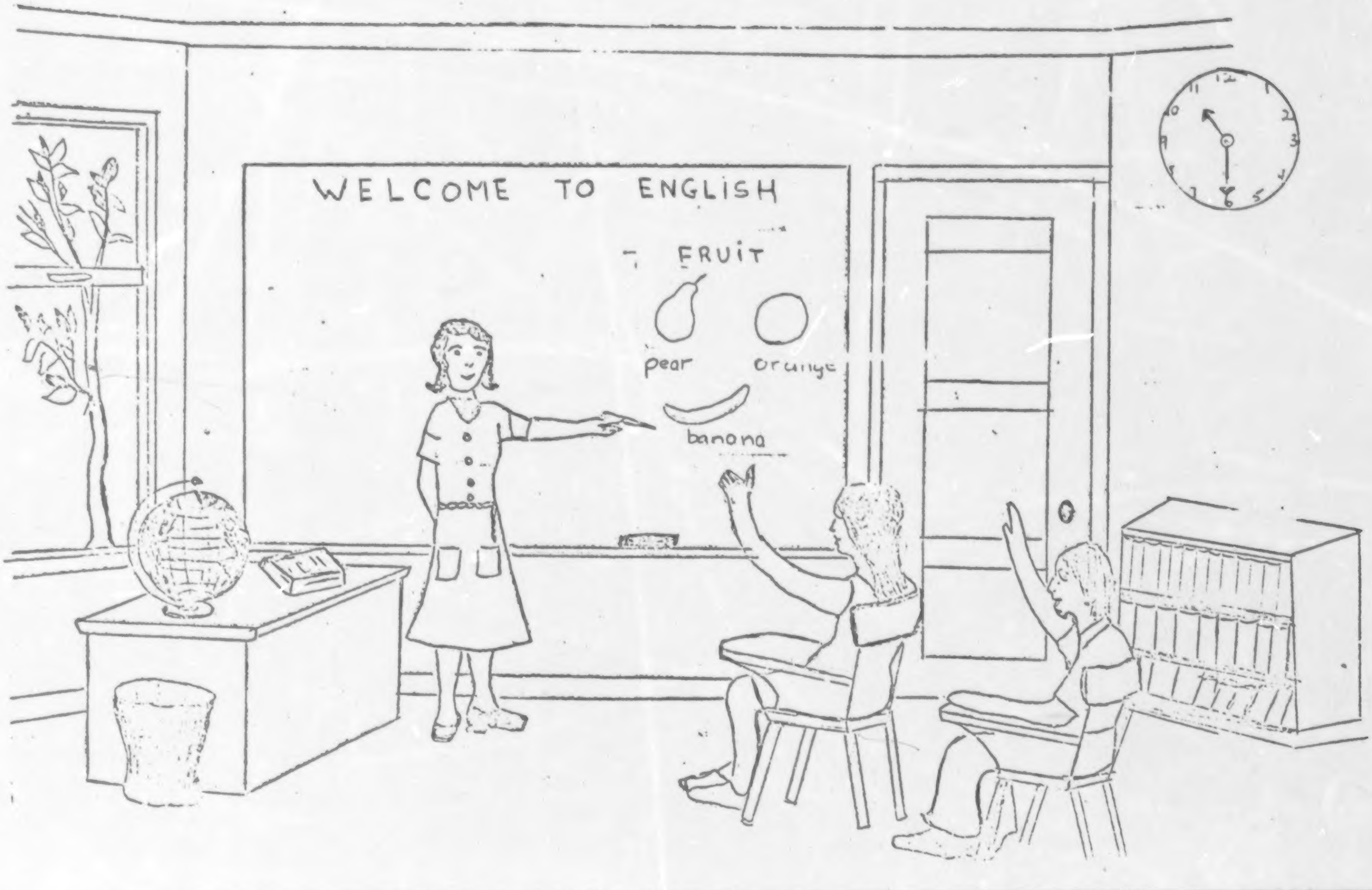

PART IV

SITUATIONAL INTERPRETATION

DIRECTIONS:

Permit each pupil to study the classroom picture scene for *TWO (2) MINUTES.* THEN ask the following questions. Write the given response in full on the child's answer sheet. If there is no response, mark column N.R.

QUESTIONS:

1. How many people are there in this picture?
2. Who is the woman?
3. Where are the books?
4. What are the children doing?
5. What time is it?
6. What is on the desk?
7. What do you see through the window?
8. What is the teacher doing?
9. Why are the children raising their hands?
10. What season of the year do you think it is?

APPENDIX P

ENGLISH PROFICIENCY TEST: PILOT EDITION

AA. Oral Questions

1. What is your name?
2. How old are you?
3. What is your address?
4. What is today('s date)?
5. What time is it?

6. What is your teacher's name?
7. What is your favorite color?
8. What color is my __________?
9. What color __________ am I wearing?
10. What is your (native, first) language?

11. Where are your books?
12. How many courses are you taking this term?
13. What courses are you taking?
14. How many people are there in your family?
15. Where are you going to go after school today?

16. What color hair do you have?
17. What color eyes does your (________) teacher have?
18. How do you come to school every day?
19. What kind of stories do you like (to read)?
20. How did you come to school today?

21. What time did you leave your house this morning?
20. Where were you born?
23. Who(m) did you come to school with this morning?
24. Who gave you that watch? (ring?) (locket, bracelet, necklace. . .?)
25. What time did you get up this morning?

26. Where do you do your homework?
27. What did you do last night?
28. What else did you do last night?
29. Where did you eat lunch yesterday?
30. What did you have for lunch?

31. What did you do last Sunday?
32. What were you doing at 7 o'clock last night?
33. What were you doing at 7:30 this morning?
34. How many times have you seen me before today?
35. How long have you been going to this school?

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Harvey Nadler

APPENDIX Q

DISTRICT #24 OPEN ENROLLMENT GUIDANCE PROGRAM

Teachers Opinionnaire

Please complete and return in the enclosed envelopes. All responses are to remain anonymous. Your cooperation in completing this opinionnaire by June 15th is greatly appreciated.

Dr. Harold Kindy

School ______________________ Grade ____________

1. How many open enrollment children do you presently have in your class? ______

2. Of these, approximately what percent have you *referred* to the guidance counselor this year?

   ______ a. 100%
   ______ b. 75%
   ______ c. 50%
   ______ d. 25%
   ______ e. none

3. Of the remaining open enrollment children in your class, approximately what percent have been to see the counselor at the counselor's request?

   ______ a. 100%
   ______ b. 75%
   ______ c. 50%
   ______ d. 25%
   ______ e. none

4. Rank in order the reasons for *referring* open enrollment children to the guidance counselor.

   ______ a. relationships with children
   ______ b. relationships with adults
   ______ c. home and family problems
   ______ d. health problems
   ______ e. other (please specify) ______________________________

5. In your opinion, indicate the degree to which the open enrollment children in your class were helped by the guidance counselor.

_______ a. a great deal
_______ b. somewhat
_______ c. very little
_______ d. not at all

6. In your opinion, in what ways could the guidance counselor be more helpful to the open enrollment children? Please be specific.

____

____

____

____

____

7. In your opinion, in what ways could the guidance counselor be more helpful to you as a teacher? Please be specific.

____

____

____

____

____

APPENDIX R

OPEN ENROLLMENT CONTACT SHEET

Student ______________________ Grade _____ Counselor ___________ School _____________

Date	Phys. Devel.	School	Home and Family	Money, Work, Future	Boy-Girl Relat.	Rel. with Others	Self Concerns

Date	Other Concerns	Referrals from Others	Referrals to Others

Date	Contacts with Parents, Teachers, etc.

APPENDIX S

INTERVIEW GUIDE
O.E. COUNSELOR CONFERENCES
March, 1972

1. Have you had conferences with all of the O.E. children?

2. If not, what percentage have you not seen yet?

   Plans for future?

3. What is the average number of contacts with each child?

4. How do you spend a typical day?

5. In what ways have the pretests been helpful with the children in the sample?

6. Any problems keeping the contact sheets? ______________________

7. What trends, if any, do you see in the problems of the children?

8. Any problems with administrative support? ______________________

9. Any problems with teacher cooperation? ______________________

10. Recommendations for program ______________________

11. What kinds of help would you like? ______________________

Counselor's name ______________________

School ______________________

Tenure in school? ________ In district? ____________

Graduate training? ______________________

Institution ______________ Degree __________